



2005-2006 ACADEMIC CATALOG



# Introduction



CLARK UNIVERSITY'S MISSION IS TO EDUCATE UNDERGRADUATE AND GRADUATE STUDENTS TO BE IMAGINATIVE AND CONTRIBUTING CITIZENS OF THE WORLD, AND TO ADVANCE THE FRONTIERS OF KNOWLEDGE AND UNDERSTANDING THROUGH RIGOROUS SCHOLARSHIP AND CREATIVE EFFORT. ♦ THE UNIVERSITY SEEKS TO PREPARE STUDENTS TO MEET THE CHALLENGES OF A COMPLEX AND RAPIDLY CHANGING SOCIETY. IN STUDENTS AND FACULTY, CLARK FOSTERS A COMMITMENT TO EXCELLENCE IN STUDYING TRADITIONAL ACADEMIC DISCIPLINES, AS WELL AS INNOVATION IN EXPLORING QUESTIONS THAT CROSS DISCIPLINARY BOUNDARIES. THE FREE PURSUIT OF INQUIRY AND THE FREE EXCHANGE OF IDEAS ARE CENTRAL TO THAT COMMITMENT. ♦ THE FOCUS OF CLARK'S ACADEMIC PROGRAM IS A LIBERAL-ARTS EDUCATION ENRICHED BY INTERACTIONS AMONG UNDERGRADUATE STUDENTS, GRADUATE STUDENTS, AND FACULTY, AND IS CLOSELY LINKED TO A SELECT NUMBER OF PROFESSIONAL PROGRAMS. CLARK ALSO SERVES STUDENTS WHO WISH TO CONTINUE FORMAL EDUCATION THROUGHOUT THEIR LIVES. ♦ THE INTELLECTUAL AND PERSONAL GROWTH OF STUDENTS IS ENHANCED BY A WIDE VARIETY OF EDUCATIONAL PROGRAMS AND EXTRACURRICULAR ACTIVITIES. CLARK BELIEVES THAT INTELLECTUAL GROWTH MUST BE ACCOMPANIED BY THE DEVELOPMENT OF VALUES, THE CULTIVATION OF RESPONSIBLE INDEPENDENCE, AND THE APPRECIATION OF A RANGE OF PERSPECTIVES. ♦ CLARK'S ACADEMIC COMMUNITY HAS LONG BEEN DISTINGUISHED BY THE PURSUIT OF SCIENTIFIC INQUIRY AND HUMANISTIC STUDIES, ENLIVENED BY A CONCERN FOR SIGNIFICANT SOCIAL ISSUES. AMONG MANY OTHER SCHOLARLY ENDEAVORS, CLARK CONTRIBUTES TO UNDERSTANDING HUMAN DEVELOPMENT, ASSESSING RELATIONSHIPS BETWEEN PEOPLE AND THE ENVIRONMENT, AND MANAGING RISK IN A TECHNOLOGICAL SOCIETY. ♦ CLARK IS DEDICATED TO BEING A DYNAMIC COMMUNITY OF LEARNERS ABLE TO THRIVE IN TODAY'S INCREASINGLY INTERRELATED SOCIETIES. THE UNIVERSITY MAINTAINS A NATIONAL AND INTERNATIONAL CHARACTER, ATTRACTING HIGH-CALIBER STUDENTS AND FACULTY FROM ALL QUARTERS OF THE GLOBE. AS A UNIVERSITY RESIDING IN AN URBAN CONTEXT, CLARK ALSO STRIVES TO ADDRESS THE NEEDS AND OPPORTUNITIES OF CONTEMPORARY URBAN LIFE.



## Academic Catalog 2005–2006

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# The Clark Experience



## **The University College: Academic excellence and innovation**

Since its inception more than a century ago, Clark has maintained a dual mission of providing top-quality undergraduate and graduate education. Maintaining the balance between the two can be challenging, but the results are worth it—undergraduates, graduate students and faculty working together on research that gives Clark its reputation for intellectual innovation.

Take, for example, historian Douglas Little's book, "American Orientalism: The United States and the Middle East Since 1945," which was released in spring 2003. While oil is usually considered the key factor in relations between the United States and Middle East, Little's book examines the important and often overlooked role of culture. Little, who is also dean of the college, found inspiration for his book in an undergraduate's paper about President Kennedy and Israel. Students also helped with research and refining the manuscript. Little asked undergraduates and graduate students to read his manuscript and offer input, in hopes of making the book accessible to a wider audience.

There's also biochemistry and molecular biology student Mary Badon '05, whose research with biologist Denis Larochelle earned her a coveted Barry M. Goldwater Scholarship and a Pfizer Summer Undergraduate Research Fellowship this year. These awards, along with an Anton Fellowship from Clark, are supporting Badon's research into centrosomes, a part of the cell that participates in the final step of cell division.

Such collaboration abounds at Clark and creates an intellectual environment that thrives on excellence, creativity and imagination.

## **International Character: A global community educating global citizens**

As the world shrinks ever smaller, Clark students and faculty continue to think big. At Clark, global learning begins in the classroom, with courses that expose students to a wide variety of disciplines, theories and philosophies. Faculty seek solutions to problems faced in different regions of the world. Interdisciplinary programs—another historical strength at Clark—show students how those problems, and their solutions, often overlap.

Global learning continues outside the classroom, with students participating in study-abroad programs and research activities around the world. In addition, faculty often invite undergraduates to assist with research undertaken in other countries. When they return to Clark, both faculty and students enrich the campus community by sharing their experiences. In addition, speakers representing a wide array of cultures and perspectives visit Clark throughout the year to share their knowledge and experience with the campus and Worcester communities.

International students contribute immensely to Clark's intellectual and social environment. They bring different perspectives to the classroom—and to the residence hall, for that matter—and invite their fellow students to learn about other cultures. The International Student Association is one of the most active student organizations at Clark and sponsors one of the most popular events of the year—the International Gala. Held every spring, the gala showcases the foods,

native dress, dance and other customs of the students' native countries. The event is typically standing-room only, evidence of the value the Clark community places on cultural exchange.

## **Social Responsibility: A university without walls**

Clark students and faculty are also known for changing our world for the better. Through courses and research projects that aid community organizations, the activities of the many student organizations and Clark's work with the University Park Partnership (UPP), the boundaries that once separated the campus from the city have vanished. The University is now an integral part of the Main South and greater Worcester communities, and learning how to be a responsible citizen has become an essential component of a Clark education.

The best evidence of the University's commitment to social action is found right down Main Street at the University Park Campus School (UPCS), a public secondary school established seven years ago by Clark and the Worcester Public Schools. UPCS provides high-quality, college-preparatory education, with the promise of free tuition at Clark for UPCS graduates who meet Clark's admissions requirements and live in the area of Main South that is part of the UPP initiative. Clark students, faculty, staff and alumni are regular fixtures at the school, and UPCS students spend a lot of time on the Clark campus.

Social action is vital to the life of the University. The following are some more examples of how Clark's commitment to social change takes shape on campus:

The Community Engagement and Volunteering Center was established in an effort to further enhance learning and service opportunities for students and faculty. The center is the campus hub for volunteer opportunities and the headquarters for student groups dedicated to community service, such as the Making-a-Difference Scholarship recipients and the Fiat Lux Honor Society.

Clark is an active member of Campus Compact, a national organization of university presidents dedicated to the civic purposes of higher education. As part of Campus Compact's national campaign "Raise Your Voice: A Week of Action" last February, the CEV Center held a panel discussion about community service with students, faculty and members of the Worcester community. Clark also hosted a Student Leadership Institute, as part of a New England Regional Campus Compact conference.

Last year, 19 undergraduate students and an alumnus spent spring break working in one of the poorest areas of Nicaragua. Partnering with students from Uracacan University in Siuna, Nicaragua, the Clark students helped the community begin converting to organic farming practices. They helped cut down trees, rebuild fences and build compost boxes, attended several workshops about the local culture and spent time with their host students and families. This was the third year Clark students have participated in this project. The students were responsible for their own travel expenses and raised \$600 to donate to a women's organization in Siuna.



## History

Clark University is a teaching and research institution founded in 1887 as the first independent, all-graduate university in the United States.

Clark's first president was G. Stanley Hall, founder of the American Psychological Association, who at Harvard earned the first Ph.D. in psychology in this country. Clark has played a prominent role in the development of psychology as a distinguished discipline in the United States. In 1909, Clark was the location for Sigmund Freud's famous "Clark Lectures," which introduced psychoanalysis to this country.

Clark also has played an important role in the development of geography as a discipline. Clark has granted more Ph.D.s in this environmentally related area than any other school in the nation. The George Perkins Marsh Institute was the first research center created to study the human dimensions of global environmental change.

Researchers who have held Clark appointments include A.A. Michelson, the first U.S. Nobel Prize winner in the sciences and Robert Goddard, the father of the space age and the inventor of rocket technology. Other researchers at Clark measured the windchill factor, defined chemical double bonding, developed research leading to the birth-control pill, and made the first breakthrough in understanding how brain tissue regenerates itself.

## Accreditation

Clark University is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer-review process. An accredited college or university is one, which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education  
New England Association of Schools and Colleges  
209 Burlington Road  
Bedford, MA 01730-1433  
(617) 271-0022  
E-mail: cihe@neasc.org

# The Academic Program



Clark's strength is its ability to combine high-quality liberal-arts education with personal attention and advanced study opportunities. Clark has developed a unique program of liberal studies that provides a solid foundation for advanced study. Within the program, students choose from a range of courses designed to foster their critical-thinking skills and broaden their perspectives. Because they can choose among many different courses, students can take classes that interest them and, at the same time, satisfy their broad liberal-arts requirements.

By the spring of sophomore year, students declare a major in which they develop depth and expertise. The University offers 28 majors, 23 minors and 11 interdisciplinary concentrations, which can be combined to match individual interests and academic goals. These are at the heart of the advanced studies that distinguish Clark. Once students choose a major, their academic department becomes their intellectual "home," where they are able to work closely with faculty on research and other creative projects. As students acquire increasing depth and sophistication in a field of their choosing, they are able to take advantage of Clark's wide array of courses to construct a program of study uniquely suited to their interests and career goals. In many fields, students have the opportunity to enter an honors program or accelerate to an advanced degree.

The foundation of a Clark undergraduate education is the Program of Liberal Studies. Through this program, students acquire the intellectual habits, skills and perspectives that are essential for self-directed learning. They are given a framework within which they can select a program of study and receive a broad introduction to liberal and life-long learning. Students have the option of fulfilling the requirements of the program of liberal studies through the International Studies Stream, a special program, which consists of courses that prepare them to better understand global, political, cultural and economic issues.

## Program of Liberal Studies

The Program of Liberal Studies has two components:

1. **Critical Thinking Courses:** While every course in the University involves work in critical thinking, two types of courses place special emphasis on the cultivation of these skills. Students take courses in each of these areas:
  - **Verbal Expression:** Courses that place special emphasis on the relationship between writing and critical thinking within a particular discipline.
  - **Formal Analysis:** Formal Analysis courses include the use of a formal, symbolic language as appropriate for a specific discipline, rules of logic for that language, and the use of that language for modeling the subject matter of the discipline.

All new students entering Clark are required to demonstrate basic competency in mathematics and quantitative thinking. Some students demonstrate this competency through achieving a satisfactory score on a standardized test or a Clark placement test. Others are required to successfully complete IDND017 Foundations of Quantitative Thinking prior to enrolling in a formal-analysis course.



2. **Perspectives Courses:** Perspectives courses offer breadth and introduce students to the different ways in which various disciplines or fields define thinking, learning and knowing. Students must successfully complete one course in each of the following six perspectives categories, with each course taken in a different academic department:

- **Aesthetic:** Aesthetic Perspective courses emphasize artistic expression and the perception, analysis and evaluation of aesthetic form. These courses are designed to enhance students' appreciation and understanding of the arts.
- **Global Comparative:** Global Comparative Perspective courses introduce students to comparative analysis by exploring the cultural, political or economic aspects of human diversity around the world. They provide students with tools for analyzing human experience by examining similarities and differences in a global or international context.
- **Historical:** Historical Perspective courses develop students' capacity to understand the contemporary world in the larger framework of tradition and history. Courses focus on the problems of interpreting the past and can also deal with the relationship between past and present. All courses are broad in scope and introduce students to the ways scholars think critically about the past, present and future.
- **Language and Culture:** Language and Culture Perspective courses foster the study of language as an expression of culture. Students may study foreign languages, which highlight the relationship between language and culture, or English-language courses that deal with the same issue.
- **Natural Scientific:** Scientific Perspective courses teach the principal methods and results of the study of the natural world. Courses focus on the knowledge and theoretical bases of science. They also include laboratories or similar components to introduce students to the observation of natural phenomena and the nature of scientific study.
- **Values:** Values Perspective courses examine the moral dimension of human life as reflected in personal behavior, institutional structures and public policy in local and global communities. Courses taught from the values perspective focus not only on the systematic formulation and analysis of moral and ethical claims, but also on how moral decisions affect both the individual and society.

### Departmental Majors

Sometime before the end of their sophomore year, students choose a major—the area in which they will pursue a course of study in-depth. Students may choose a traditional discipline or an interdisciplinary major, or in some cases, may design a major tailored to their particular academic interests. While anchored in one area, the undergraduate major is structured to include courses in related disciplines. This ensures that breadth of knowledge is gained along with specialization.

A major consists of 12 to 19 courses designated by a department or program. Majors must be declared prior to the beginning of the junior year. View departments web page.

Majors are offered in:

Ancient Civilization  
Art (Art History, Studio Art)  
Biochemistry and Molecular Biology  
Biology  
Chemistry  
Communication and Culture  
Comparative Literature  
Computer Science  
Economics  
English  
Environmental Science and Policy  
Foreign Languages (French, Spanish, Combined)  
Geography  
Global Environmental Studies  
Government and International Relations  
History  
International Development and Social Change  
Management  
Mathematics  
Music  
Philosophy  
Physics  
Psychology  
Screen Studies  
Sociology  
Theater Arts

### Interdisciplinary Majors

One of Clark's strengths is the eagerness of faculty and students to cross the traditional boundaries between academic fields. Interdisciplinary majors, special programs and concentrations help students to see beyond the barriers of academic specialization.

### Student-Designed Majors

While most Clark students can and do fulfill their academic goals through regularly established departments and interdisciplinary programs, the University recognizes that some students may have special interests and goals that cannot be met through normal channels. The student-designed major program is intended to provide flexibility for these students while ensuring rigorous academic standards. Students are normally expected to have a GPA of 3.0 or higher to pursue the student-designed major. Student-designed majors are coordinated by the associate dean of the college and developed with the guidance of three faculty advisers. They must be approved by the associate dean of the college by the beginning of the junior year. Guidelines for student-designed majors are available in the Dean of the College Office and in the Academic Advising Center.



## Minors

Minors give students an opportunity to gain depth in an academic area in addition to their major field of study. Minors are offered in:

- Ancient Civilization
- Art History
- Biochemistry and Molecular Biology
- Biology
- Chemistry
- Communication and Culture
- Computer Science
- Economics
- Education
- English
- Foreign Languages (French, German, Spanish)
- Geography
- Government and International Relations
- History
- International Development and Social Change
- Management
- Mathematics
- Music
- Philosophy
- Physics
- Screen Studies
- Sociology
- Theater Arts

## Concentrations

Concentrations allow students to cross traditional academic disciplines to gain broad perspectives on a subject in addition to their major.

Concentrations are offered in:

- Asian Studies
- Bioinformatics
- Computational Science
- Ethics and Public Policy
- Holocaust and Genocide Studies
- Jewish Studies
- Law and Society
- Peace Studies
- Race and Ethnic Relations
- Urban Development and Social Change
- Women's Studies

## Accelerated B.A./Master's Degree Programs

Clark offers several programs that allow students to complete the requirements for bachelor's and master's degrees in an accelerated, five-year period. Students may obtain a master of arts (M.A.), master of business administration (M.B.A.), master of public administration (M.P.A.), master of science in finance (M.S.F.), or master of science in professional communication (M.S.P.C.). Students apply to the accelerated B.A./Master's degree programs in their junior year, begin meeting requirements in their senior year, and complete those requirements in the fifth year. Bachelor's degrees are granted en route to the master's degree.

For students meeting eligibility requirements, the fifth year is tuition free. To qualify for free tuition in the fifth year, a student must: be a full-time undergraduate for four years at Clark; meet bachelor's/master's course prerequisites and receive a Clark bachelor's degree within five years of initial entry into Clark; earn an overall 3.25 grade-point average during the second and third years and again in the fourth year.

Undergraduates who transfer to Clark are eligible for a 50 percent tuition fellowship during the fifth year of study. To qualify, a transfer student must begin full-time study at Clark no later than the end of the sophomore year; earn at least a 3.25 grade-point average for courses taken at Clark; maintain a 3.25 grade-point average during the fourth year; and meet program course requirements.

The University has approved accelerated programs in biology; business administration; chemistry; community development and planning; education; environmental science and policy; finance; geographic information science; history; international development and social change; physics; professional communications; and public administration.

For further information and application procedures, visit [www.clarku.edu/accelerate](http://www.clarku.edu/accelerate) or contact the Graduate School at (508) 793-7676.

## Preprofessional Programs

Clark University recognizes that preparation for a professional career is fully compatible with a liberal-arts education. The Prelaw Program is administered through Career Services in conjunction with a faculty advisory committee. Contact Career Services for more information. Students interested in any career related to medicine are advised through the Medical Careers Advising Program. Those specifically interested in applying to doctoral level programs of medicine or dentistry work with the Premedical and Predental Advisory Committee. For more information, contact advisory committee chair David Thurlow, Department of Chemistry.

## Internships

Students are offered the opportunity to earn credit working off campus as part of their educational program. Academic credit is offered for internships that take place under the supervision of carefully selected agency sponsors in conjunction with appropriate Clark faculty. More information on academic internships can be found on the Career Services Web pages.

Clark also participates in the Washington Semester Program with American University in Washington, D.C., and the Washington for Internships and Academic Seminars. Qualified students may participate in these programs and spend a semester studying and working in the nation's capital. Both programs are coordinated by Adriane van Gils, Community Engagement and Volunteering Center.

## Office of Study Abroad Programs

Clark University is well known for its international character and is committed to encouraging a strong Clark presence abroad and an international presence on campus. The Office of Study Abroad Programs coordinates international study programs. Clark has programs in the following countries: China, the Dominican Republic, England, France, Germany, Japan, Scotland, Spain and Namibia.



### **Leir Program Luxembourg**

The Leir Program in Luxembourg offers students and faculty additional opportunities for study and research abroad. A special feature of the program is the May Term, which begins right after the end of the spring semester. Clark and Holy Cross faculty take groups of students to Luxembourg on an academic program especially suited for Luxembourg and its environment. For further information, please contact Uwe Gertz at (508) 793-7363.

Students who study abroad on a Clark program pay the International Program Fee (approx. tuition, room and board). Students may earn up to a full year of credit through study abroad. Students interested in study abroad should consult the Office of Study Abroad Programs at Dana Commons or call (508) 793-7363 for more information.

### **Office of Intercultural Affairs**

The Office of Intercultural Affairs (OIA) is home to the Mary McLeod Bethune Multicultural Center (BMCC) and International Students and Scholars Services. The OIA is dedicated to building awareness, providing support, developing community and celebrating all aspects of diversity at Clark University through educational and co-curricular programs. The OIA staff also advises international students, faculty members, scholars and their dependents on matters relating to immigration as well as academic, social, financial and personal concerns related to daily life in the United States.

### **Services for ALANA students**

Clark University provides enhanced services for the ALANA community. At Clark University this acronym represents students of African, Latino/a, Asian, and Native American descent. The director of academic advancement assists students in the development and implementation of their academic and career goals. The assistant dean of students coordinates support for ALANA students within the Dean of Students Office and advises ALANA student organizations. ALANA students are invited and encouraged to attend the Summer Institute in their freshman year. The institute is designed to prepare them for the rigorous Clark experience and includes building a network around academic, financial, personal and social matters.

### **Army and Air Force ROTC**

Clark University students may participate in Army and Air Force Reserve Officers' Training Corps at Worcester Polytechnic Institute. U.S. citizens, who are physically qualified, earn their degree from Clark University and satisfactorily complete the ROTC program, will be commissioned as second lieutenants in the U.S. Army or Air Force. Students may request an educational delay of active duty in order to attend graduate school. First-year and sophomore students can compete for two- and three-year scholarships, which are primarily based on academic performance and major. Students interested in Army ROTC should contact the Military Service Department at Worcester Polytechnic Institute (WPI). Students interested in Air Force ROTC should contact the Department of Aerospace Studies at WPI.

### **The Strassler Family Center for Holocaust and Genocide Studies**

The Strassler Family Center for Holocaust and Genocide Studies provides vital national and international leadership in educating future generations of scholars. The center, in conjunction with Clark's history department, offers the nation's first Ph.D. program specifically in Holocaust history and the study of genocide. Clark also offers the richest interdisciplinary undergraduate program in Holocaust and genocide studies in the country. It includes courses in history, literature, psychology, government and sociology. A special feature of this program is the May Term in Prague and Terezin in the Czech Republic and Auschwitz, Poland, which, every other year, brings a group of Clark undergraduates to Central Europe for an intensive three-week course that includes visits to key Holocaust historical sites.

Clark is the first college or university anywhere to have two occupied fully endowed, full-time tenured professorships in Holocaust history, as well as a professorship dedicated to the study of the Armenian genocide.

### **3/2 Engineering Program**

The 3/2 engineering program consists of three years of studies at Clark followed by two years at an affiliated engineering school. The program leads to a bachelor of arts degree from Clark after four years and, after the fifth year, a bachelor of science in engineering from the engineering school. Clark offers 3/2 engineering programs with Columbia University, Washington University and Worcester Polytechnic Institute. For more information, contact program coordinator Professor Charles Agosta in the physics department.

### **Academic Advising**

The Academic Advising Center helps students plan their academic programs through a coordinated set of activities and services. All new students are assigned a faculty adviser who helps them select courses and programs. Once a student has chosen a major, academic advising is coordinated by faculty within the student's major department.

Among the Academic Advising Center's support services are:

- **The Writing Center:** Recognizing the importance of writing in all fields, Clark offers cross-disciplinary, departmental and special writing-center programs. Supplementing the curriculum, Clark's Writing Center provides individual tutoring and noncredit workshops for all interested students. Writing-center offerings are flexibly designed to help students at all levels achieve clear, correct, graceful writing.
- **Disability Services:** These services are designed to foster functional independence for students with disabilities. The coordinator of disability services offers advising and helps students who have submitted appropriate documentation negotiate reasonable accommodations. An early orientation for eligible first-year students is also part of these services.



## Other Academic Support Services

- **Language Arts Resource Center:** The Center provides video and audio tapes as well as access to satellite broadcasts of international news and programs to assist students learning a foreign language. The center is located on the fourth floor of Goddard Library.
- **Goddard Library Public Services—Reference Desk:** Students working on research projects may receive assistance at the reference desk on the use of the extensive research resources of Clark University libraries as well as the Colleges of Worcester Consortium library system.

## American Language and Culture Institute (ALCI)

Clark University's American Language and Culture Institute, known to students around the world as ALCI, offers intensive ESL programs for students who want to improve their English-language skills for academic or professional reasons. Through experiential learning, students receive a thorough orientation into American culture. ALCI serves as a resource for international undergraduates, graduate and Worcester-area community students for whom English is a second language, providing further opportunities in the training of speaking the English language, orientation to American life and culture, and preparation for successful university study.

Instruction is offered at up to five levels of proficiency, beginning through academic preparation. Dedicated, trained professionals provide 20 or more hours per week of intensive ESL instruction, as well as private tutorial sessions. Students are entitled to many services offered by the University including the Goddard Library, computer laboratories, athletic facilities, social activities, campus lectures and day trips to local and regional places of interest.

## Colleges of Worcester Consortium

Clark is a member of the Colleges of Worcester Consortium, which means that Clark sophomores, juniors and seniors can enroll for one course a semester at Anna Maria College, Assumption College, Atlantic Union College, College of the Holy Cross, Worcester Polytechnic Institute, Worcester State College, University of Massachusetts Medical School, Tufts University Veterinary School, Becker College, Quinsigamond Community College, Massachusetts College of Pharmacy and Health Sciences, or Nichols College.

## Consortium Gerontology Studies Program

The Worcester Gerontology Studies Program is offered through the Colleges of Worcester Consortium. Courses related to aging are available at various consortium colleges, reflecting the multidisciplinary nature of gerontology. This program provides courses and internships in a coordinated curriculum leading to a certificate in gerontology. Career planning for participating students is organized through the consortium in coordination with on-campus career services.

For further information about the Gerontology Studies Program, contact program adviser David Stevens, Clark Department of Psychology, or Judy Gardner Ainlay, program coordinator, at 508-754-6829, ext. 3017.

# Tuition and Financial Aid



## General Information

Tuition, board, residence-hall charges and certain fees are due and payable prior to the beginning of each semester. The dates for 2005-2006 are: July 25, 2005 for fall semester and December 15, 2005 for spring semester. Students are not permitted to register for any semester until all financial obligations have been arranged satisfactorily with the University.

A budget payment plan is available and is explained later in this section.

There is a late fee of \$50 assessed against all accounts not paid in full by the July and December due dates. In addition, interest at the rate of 1 percent per month (12.7% APR) will be charged on all past-due balances (including tuition deposit). If a student fails to fulfill his or her financial obligations and his or her account is referred to a collection agency, all fees are the responsibility of the student.

## Summary of Tuition and Other Charges for First and Second Semester of Academic Year 2005 - 2006

<b>Tuition</b>	<b>\$29,300</b>
<b>Room: Residence Hall/Home</b>	
Single room	5,388
Singles within suites	5,740
Double room	3,400
Double within suites	3,928
Triple room	3,400
Triple plus	3,928
Quad	3,400
Board (Compulsory for 1st & 2nd-year students)	2,200
Student Activity Fee	265
<b>Charges that apply to new students only:</b>	
Contingency Deposit (refundable)	50
Orientation Fee	200
International and Early Arrival Orientation Fee	250
Transfer Orientation Fee	100
Spring Orientation Fee	100
<b>Other Fees</b>	
Clark Student Health Insurance	\$975
<i>Students will be required to enroll in the Clark Insurance Plan unless they complete a waiver card stating they have other coverage</i>	
Application Fee (undergraduate)	50
<b>Deposits</b>	
Admission Deposit	300
Residence Hall Deposit	100
Tuition Deposit (upperclass students)	300

*Note: Costs are subject to change year to year.*



## Payment Options

Clark offers several payment alternatives to the usual tuition payment each semester. These options may be used individually or in combination with each other to best suit the needs of Clark families.

**Monthly Payment Plan:** Clark University, in cooperation with Tuition Management Systems, makes available a flexible, interest-free payment plan. This plan allows a family to make 10 equal monthly payments beginning in June. You determine the amount of the bill to be covered—all or only a portion. The \$60 application fee is the only charge. Tuition-payment insurance is automatically included.

**Tuition Inflation Hedge:** Under this program, Clark University offers families the option of fixing the tuition rate for four years at the first-year level. To do so, families pay four years of full tuition during the first year, at the current rate, avoiding any increases in tuition for the following three years.

For more information and an application, please contact the associate controller/bursar at (508) 793-7498.

All past balances will be subject to an interest charge of 12 percent per year.

## Transcripts

Transcripts must be requested in writing from the Office of Student Records. There is no charge for enrolled students for unofficial transcripts. Official transcripts cost \$4 each. Transcripts are not issued to students with outstanding financial obligations.

## Refund Policies

### General Refund Policy

Students who officially withdraw or take an official leave of absence from the University are required to submit paper work to the Dean of Student's Office. A student who officially withdraws during the first one-tenth of the semester will be charged 10 percent of his or her tuition, room, board and mandatory fees; after the first tenth, but before the end of the first quarter, the student will be charged 50 percent; after the first quarter, but before the end of the second quarter, the student will be charged 75 percent. There is no reduction in charges after the second quarter of the semester. If a student withdraws from school, but continues to avail himself/herself of services, he/she will be charged for those services.

### Study-Abroad Refund Policy

Due to the special conditions for payments to overseas programs, a different policy is necessary. Students who are studying abroad should refer to the documentation provided when they are accepted in the program for specific information on the refund policy.

### Medical Refund Policy

If a student's doctor recommends that he/she leave the University for medical reasons within the first half of the semester, and later a decision is made that the student must officially withdraw, charges are calculated in accordance with the schedule above under "General Refund Policy" based on the date of the doctor's initial recommendation that the student leave the University. The doctor's letter must be an original on letterhead.

## Normal Program and Course Load Variance

A normal full-time academic program is eight course units per year (four course units per semester). Students may elect to vary this pattern by taking three course units during any semester. A course load of three courses per semester is a full-time course load and is billed accordingly. Juniors and seniors who have received College Board permission may choose to take five courses in a semester at no additional charge. All students must complete a minimum of seven full-time semesters to meet degree requirements. Students may enroll in two units per summer. While there is no limit to the total number of summer courses students may take, normally only four units may be counted toward graduation.

Seniors in their last semester are expected to take the necessary number of units (up to five) for their degree. Full-time first-year or transfer students in their first semester at Clark University, must enroll in a four-course program. Students re-entering the University or returning from leaves of absence, also must enroll in a four-course program during their first semester. Nontraditional students should consult with the dean of the college.

## Orientation Fee

A fee of \$200 is assessed to all new students to cover services and activities provided during orientation. Early orientation is \$250 and spring orientation is \$100.

## Contingency Deposit

All new undergraduates are required to pay a \$50 deposit to cover minor charges, such as unreturned library books, which may be incurred during the year. Students are billed each year for whatever charges are incurred. The balance is refunded upon completion of studies.

## Housing Deposit

The \$400 fee submitted by first-year students to Admissions includes a \$100 housing deposit. Each spring, a deposit of \$100 is required of students in order to enter the room-selection process. The deposit is credited towards the yearly housing fee and is nonrefundable.

## Application Fee

A fee of \$50 must accompany the application for admission to the University. It is not refundable.

## Student Activity Fee

A fee of \$132.50 per semester, levied and administered by the Student Council, is required of all matriculated undergraduates except those on a program of study abroad. The Student Council allocates funds to student organizations that provide a wide range of cultural, social and recreational activities.

## Admission Deposit

For entering students planning to live on campus, a nonrefundable admission deposit of \$300 and a housing deposit of \$100 are required to indicate acceptance of an offer of undergraduate admission. For students planning to live off campus, only the \$300 admission deposit is required. Deposits are credited toward charges for the first semester in attendance at Clark. Deposits are forfeited if the student does not enroll for the specified semester.



## **Tuition Deposit**

A deposit of \$300 is required of all students planning to return to the University for their sophomore, junior or senior years. It is payable by June 1 and is credited toward charges for the fall semester. The deposit of \$300 is forfeited if the student does not enroll for the specified semester.

## **Clark OneCard**

An identification card is issued during orientation to all new students without charge and is an official college ID. The Clark OneCard looks like an ordinary University ID, but it's much more than that. The wide magnetic strip on the back of the Clark OneCard acts as a key to a number of services on campus including access to residential and academic buildings, athletic facilities, Dolan Field House, Dana Commons, Goddard Library, meal plans, computer account password and the CashCard Program. Use a single card for all your transactions.

The CashCard Program works like cash and can be used at both on- and off-campus venues. On-campus venues include Clark dining hall, Higgins Bistro, Clark Print & Copy Center and Clark Bookstore. Off-campus venues include Domino's Pizza, Fantastic Pizza and PepperCorn's Grille.

The cardholder should report a lost or stolen card immediately to the University Police, the food-services provider on campus, or the ID office. A fee is charged to replace lost, stolen or damaged cards.

## **Keys and Key Security**

Room keys, mailbox combinations and residence-hall entry cards are issued to students upon arrival at Clark. Fees are charged for the replacement of keys and cards that are lost during the year, and it is mandatory to return room keys and entry cards before leaving campus at the end of the academic year.

## **Financial Aid**

The Office of Financial Assistance provides guidance to all students who need assistance financing their Clark education.

### **General Information**

Financial aid is allocated on the basis of financial need and academic performance. Special talent in music, art and other areas, as well as leadership ability, are also considered. The Office of Financial Assistance assesses each student's financial circumstances and need through a uniform analysis of the Free Application for Federal Student Aid (FAFSA) for federal and state funds, and the PROFILE Form for institutional funds. When required, adjustments are made in accordance with University policies and procedures. The assessment takes into account family income and assets, age of parents, financial commitments to other dependents and members of the family, and other circumstances.

The University expects that a student's resources for education will come first from family and his/her own savings and earnings. The University will make every effort to assist most students in obtaining the difference between the total cost and expected family resources. No student should fail to apply for admission to Clark University because of the inability of his/her family to pay total educational costs.

## **Student Employment**

Student employment opportunities at Clark include on- and off-campus part-time jobs and full-time summer employment, coordinated by the Office of Financial Assistance. At the beginning of each semester, Clark students with federal work-study awards receive a listing of available on-campus jobs and may choose a job best suited to their abilities and interests. It is important to note that an offer of Federal Work Study as part of a student's financial-aid package is not a guarantee of that amount, but rather a limit of potential earnings. Students receive paychecks for actual hours worked, which can be used for personal expenses, books and supplies, or saved for future bill charges. The Office of Financial Assistance also maintains a list of on- and off-campus jobs available to students not receiving federal work-study awards.

## **Independent Sources of Aid**

All applicants for financial aid are urged to pursue independent sources of financial aid. Clark cannot replace outside funds for which a student is eligible but fails to apply. Scholarships are often awarded to graduating seniors by high schools and/or private scholarship agencies in students' local communities. Additional information usually is available in guidance offices or online at [www.fastweb.com](http://www.fastweb.com).

Any assistance received from outside sources other than Clark University must be reported to the Office of Financial Assistance on the Award Acceptance Agreement form or in writing to the Office of Financial Assistance. These awards may affect your Clark financial-aid package.

Clark's policy for these adjustments is as follows:

- For scholarships derived from meritorious sources that are in recognition of a particular achievement of the student, unmet institutional need will be filled first. Any remaining scholarship will reduce loan, then work-study. If there is additional remaining scholarship, it will reduce Clark grant, dollar for dollar.
- Private grants/scholarships derived from nonmeritorious sources (state or federal grants or tuition subsidies based on parents' employment) will reduce Clark grant, dollar for dollar.
- An important source of federal financial aid is offered in the form of Federal Pell Grants. These grants, which vary in amounts, are available to certain students who demonstrate financial need according to federal methodology.
- Federal Stafford Loans are available to all students, regardless of need. Students may borrow up to \$2,625 their freshman year, \$3,500 sophomore year and \$5,500 the junior and senior years of an undergraduate program. Students may borrow up to \$8,500 per year of a graduate program. The subsidized version is limited to students who demonstrate financial need according to federal methodology. It is a variable interest rate capped at 8.25 percent. No payments are due, or accrue interest, until after graduation or until a student is enrolled less than half time. It may be deferred for continued education. The unsubsidized version offers the same terms and conditions; however, interest begins to accrue during the in-school period.
- Veteran's benefits may be available for service veterans and children of deceased or disabled veterans. Eligibility can be determined by contacting the local Veteran's Administration Office.
- Rehabilitation assistance may be available for students who qualify for educational benefits. Information concerning rehabilitation services can be obtained at the State Rehabilitation Office.



## Aid Awarded by Clark University

Clark University makes a commitment to entering students during their first year and in each subsequent year at Clark, as long as they continue to demonstrate financial need, continue to meet the standards of satisfactory academic progress, have filed all necessary application materials by the required deadlines and have not exceeded program limitations of financial aid, and as long as federal and state funding to Clark's Office of Financial Assistance continues at the same level. Although any Clark student may apply for aid as an upperclassman, funding is guaranteed only to those students who received aid their first year at Clark and have met the above requirements.

Assistance at Clark is packaged in the form of scholarship, loan, grant and/or employment from the following sources:

- **Alumni and Friends Scholarship Program**—A portion of the University income is reserved for this purpose, and gifts from alumni, parents and friends provide additional scholarship funds. Eligibility for Clark Scholarships is determined under institutional methodology used in the analysis of the aid application materials.
- **Federal Supplemental Educational Opportunity Grants**—One of three campus-based federal-aid programs available to college students demonstrating exceptional financial need. Continued support of this program is contingent upon annual Congressional allocations.
- **Federal Perkins Loans**—One of three campus-based federal-aid programs available to college students demonstrating exceptional financial need. Loans made under this program carry a fixed 5 percent interest rate. Payment of principal and accrual of interest is deferred until after graduation or until a student is enrolled less than half time. The loans carry a 10-year repayment schedule with a \$40 monthly minimum. Continued support of this program is contingent upon annual Congressional allocations and the repayments of previous recipients.
- **Federal Work Study**—One of three campus-based, federal, student-aid programs, this work program gives eligible students the opportunity to work during the school year to earn money for personal expenses, travel, books and supplies; and over the summer towards the following school year's educational expenses.
- **Presidential and Achievement Scholarships**—Awarded to incoming students based on specific academic criteria, all recipients of these scholarships are selected as part of the admissions application process. All scholarships are renewable if a student meets certain academic criteria while at Clark University.

## Satisfactory Academic Progress

Students receiving federal financial assistance of any type (including parent loans) are required to make "satisfactory academic progress" toward their degree. Satisfactory academic progress is defined by regulations of the U.S. Department of Education as "proceeding in a positive manner toward fulfilling degree requirements." This is differentiated from "academic standing," which refers to students whom the institution allows to continue to enroll.

Full-time bachelor's degree candidates must maintain a 2.0 cumulative grade-point average and complete five courses the first year; six courses the second; and seven courses each year thereafter. These requirements are prorated for less than full-time students and students attending less than a full academic year. Evaluation of satisfactory academic progress is made at the end of each spring term.

Students who are determined not to be making satisfactory academic progress are allowed one semester of continued assistance under probation status in order to obtain the necessary requirements for maintaining progress. If students are still not making progress after one semester of probation, aid is discontinued. Students are allowed only one semester of probation while at Clark. Appeals to this policy for special and unusual circumstances may be made in writing to the director of financial assistance.

Students are limited to eight undergraduate semesters of institutional (Clark) financial aid, unless otherwise approved by the director. Appeals should be written to the director of financial assistance.

## Return of Title IV Funds (federal and some state financial aid)

Title IV fund rules assume that a student earns his or her aid based on the period of time he or she remained enrolled for the term. Unearned aid, other than work-study, must be returned to the U.S. Department of Education up until the 60-percent point in the term. At the 60-percent point in the term, the student is considered to have earned all of his or her aid.

## Return of Institutional Financial Aid

Students are allowed to retain institutional financial aid (Clark grants and scholarships, including academic scholarships) at the same rate that the credit-to-tuition (refund) policy is calculated. That is to say, a student leaving or withdrawing in the first tenth of a semester has earned 10 percent of their institutional financial aid, students leaving or withdrawing in the first quarter are allowed to retain 50 percent of their financial aid, students withdrawing during the second quarter may retain 75 percent of their aid, and students leaving or withdrawing after the second quarter may retain 100 percent of their Clark financial aid.

## Financial Assistance for International Students

The Admissions and Financial Aid Committee, in keeping with Clark University's commitment to a prevalent international presence on campus, provides financial assistance to a limited number of international students each year. Competition for this assistance is extremely keen and the awards are based on both academic merit and financial need. Since the ability to meet the cost of attendance at Clark University must be taken into consideration, the admissions process is need-aware. Several applicants each year show excellent academic records but do not demonstrate the financial ability necessary to meet the full cost of attendance. It is not unusual for the committee to deny an application on financial grounds even though the applicant is academically qualified.



# Undergraduate Admissions Requirements



## First-Year Student Admission

Clark University welcomes applications from men and women regardless of race, color, sex, sexual orientation, religion, age as defined by law, handicap, national origin or financial condition. Selection is competitive and based primarily on academic promise as indicated by secondary-school performance, recommendations and standardized test (SAT, ACT) scores. Secondly, decisions reflect consideration of the individual experience and particular circumstances unique to each candidate.

## Entrance Requirements

A diploma from an accredited secondary school or G.E.D. equivalency is required for admission to Clark. The academic preparation for successful candidates should include four years of English; three years of mathematics; three years of science; two years of both a social science and a foreign language; and other credit electives recognized in the secondary-school curriculum, including the arts. The University is most concerned with the strength of the student's academic program and therefore recommends this framework of courses. However, the University values diversity and understands that some students may be following different high school-curricular patterns.

## The Application

Students applying to Clark should contact the Admissions Office for an application or they may use the Common Application or various electronic applications. The admissions staff has no preference for any particular application form, but may request supplemental information when needed. A nonrefundable application fee of \$50 or official fee-waiver request must accompany the application. Transfer and international students should contact the Admissions Office for specific supplemental forms. Learn more.

Clark University  
Admissions Office  
950 Main Street  
Worcester, MA 01610-1477  
Telephone: 508-793-7431  
Fax: 508-793-8821  
E-mail: [admissions@clarku.edu](mailto:admissions@clarku.edu)

Students applying for financial assistance should refer to information provided in the "Undergraduate Tuition and Financial Aid" section of this catalog.

## Early Admission

Exceptional students are welcome to apply for early admission after the junior year when encouraged and supported by enthusiastic recommendations from their secondary schools.

## Early Decision

If Clark University is clearly your first choice, we encourage you to apply "Early Decision." By signing the Early Decision statement you agree that, if admitted, you will withdraw all other college applications. The Early Decision deadline is November 15, with notification by early January. A candidate who is deferred under Early Decision will automatically be reconsidered for regular admission in March.

## Regular Admission

Candidates for admission in September should apply as early as possible, usually during the first grading period of their final year of secondary school. The deadline for applications and supporting credentials is January 15. (November 1 for January admission.)

## Admission Tests

All U.S. first-year students are required to submit results of the SAT I or American College Test (ACT).

If English is not your primary language, you should submit scores from the Test of English as a Foreign Language (TOEFL). Successful candidates usually score 213 or better. (See section on International Admissions.)

## Interviews and Campus Visits

Interviews are not required but are strongly recommended. The most informative way to learn about Clark University is to spend a day on campus. Prospective students are invited to take tours, sit in on classes and meet students and faculty members. Please call, write or e-mail the Admissions Office for information regarding interviews, tour schedules and directions.

If you cannot visit the campus, we encourage you to consider speaking with one of the University's alumni admissions representatives. Contact the Admissions Office for details.

## Admission Notification and Deposits

Admissions decisions for September are released on or about April 1. Clark subscribes to the Candidate's Reply Date of May 1 and requires a nonrefundable deposit that is credited toward first-semester charges. January applicants can expect to receive an admission decision by mid-December with the deposit due within two weeks of notification.

## Deferred Admission

Students who want to postpone enrollment must submit a request in writing by the assigned deadline. A nonrefundable deposit that is credited toward first-semester charges is required. Students who undertake full-time academic work in the interim may not defer enrollment but must reactivate their applications and submit official transcripts for review.

## Advanced Standing

Students may earn advanced standing with scores of 4 or 5 on Advanced Placement (AP) tests administered by the College Entrance Examination Board, submission of certain international educational credentials (i.e., International Baccalaureate, Abitur, A-Levels, etc.) and by transferring credit from college-level course work.



## International Admission

Clark uses a separate International Application for Admission for non-U.S. citizens, which may be obtained by contacting the Admissions Office. Because of the sequential nature of University courses, Clark encourages all international students to apply for the fall semester (deadline January 15).

The Test of English as a Foreign Language (TOEFL) is required of all candidates whose native or official language is not English. Information concerning test dates and locations may be obtained by writing to: TOEFL, P.O. Box 6151, Princeton, NJ 08541-6151 U.S.A. or at [www.toefl.org](http://www.toefl.org). Students who have completed four or more years of U.S. secondary-school education in the U.S. or abroad should submit results of the SAT or ACT standardized tests. The Certificate of Eligibility (I-20 form) necessary to obtain a student visa will be granted only after full admission and receipt of complete financial documentation (in the form of an official bank statement indicating a monetary amount).

## Transfer Admission

Clark welcomes applications for admission with advanced standing from students attending two- and four-year institutions. A separate transfer application is required, which can be obtained by contacting the Admissions Office. Applicants for September should file by April 1; January applicants by November 1. All transfer candidates are required to submit evidence of good standing, complete transcripts of all previous academic work-secondary and postsecondary-including standardized tests (if taken) and any other information requested by the Admissions Committee, such as recommendations and course catalogs.

Normally, credit is given for academic courses in the liberal arts previously taken at accredited colleges and universities and by advanced standing procedures, described above. No credit is given for grades lower than C. Evaluation of credits for college courses is made at the time of admission or upon receipt of final transcripts and is used in planning a program of study at the University. Up to 50 percent of Clark's degree and major requirements may be awarded on this basis, and a minimum of two academic years at Clark is necessary for completion of degree requirements.

# Requirements for a Bachelor's Degree



Academic credit toward the bachelor of arts is expressed in terms of course units. Each Clark course is awarded one unit (equivalent to four credit hours). To earn a bachelor's degree, a student must complete a minimum of 32 course units (128 credit hours) with a minimum 2.0 grade-point average. He/she must receive a C- or better in at least 28 of these courses. Successful bachelor's degree candidates must also complete all institutional, major departmental and Program of Liberal Studies requirements for graduation. Transfer credit for students with fewer than 32 courses in residence is established by the Transfer Evaluation Committee. Students may accelerate their progress toward graduation by no more than one semester without special approval of the College Board. For the purpose of transfer, a full Clark course is equivalent to four semester hours of credit.

## Transfer Credit

To earn a bachelor's degree at Clark, a student must earn at least one half of the total number of course units taken for fulfillment of a major in a Clark program. Students must be enrolled full time at Clark for both semesters of their senior year. Units earned through Clark programs off campus also meet the requirement. "External credit" is credit earned in the following categories:

1. Advanced placement
2. Credits transferred from other American colleges and universities
3. Credit earned in foreign-study programs administered by American or foreign institutions of higher learning other than Clark.

The amount of transfer credit that can be applied to a bachelor's degree at Clark is limited by category.

1. No more than one semester (four units) may be granted in advanced placement (A.P.). A.P. credit is defined as one unit of degree credit assigned for a score of 4 or 5 on a CEEB A.P. examination taken prior to matriculation and before the student formally enrolls. Students also may receive credit for college work completed prior to their matriculation at Clark University if that credit is in a content area deemed academically acceptable to Clark and is from an accredited college or university.
2. Students who present an IB Diploma and who also earn a minimum of 36 composite points with a score of 5 or higher in all six of their IB examinations will receive eight Clark units (one full year). Students who present an IB Diploma (a minimum of 24 composite points) will receive four Clark units (one semester). Students who do not complete the full IB Diploma will receive one Clark unit for each higher level examination with a score of 5 or better up to a maximum of four Clark units (one semester).
3. Students transferring to Clark from another institution may transfer in no more than 16 units of course credit. Students who begin their course work at Clark may subsequently transfer up to 12 units of course credit from other schools.
4. Normally, no more than one year (eight course units) may be taken in study-abroad programs.



## Academic Regulations

Full-time study is defined as a three- or four-unit program. Normally, undergraduates enroll in four courses per semester. Students should consult their faculty advisers, or in some cases, the Academic Advising Center or major departments when questions about course or program selections arise. With approval from the College Board, juniors and seniors with a minimum GPA of 3.0 in their prior semester, or with a minimum cumulative GPA of 3.0, may enroll in a fifth course.

While first-year students and sophomores may choose any course designated by a department as open to them, 200-level courses are normally designed for juniors and seniors. Juniors and seniors may elect any 100- or 200-level course, provided they have met all required prerequisites and have the permission of the faculty member, if necessary.

Undergraduates may be admitted to 300-level graduate courses with the approval of the instructor.

## Grades

Grades are an indication of individual performance in each course taken at the University. At Clark, four grading options are currently in use:

1. **Graded courses:** This option uses the symbols A, B, C, D, and F with the modifying symbols "+" and "-" for A, B, and C. The lowest passing grade is D.

The faculty has approved the following qualitative description of grades:

**A** indicates work of distinction, of exceptionally high quality

**B** indicates good work, but not of distinction

**C** indicates average work and satisfaction of University degree requirements

**D** indicates marginal work

**F** indicates unacceptable work

2. **The Pass/No Record Option:** This option uses the symbols P and NR. P indicates work at a level of C- or better. Neither the P grade nor its credit is included in the calculation of the grade-point average. Performance below a C- results in a No Record (NR) grade. NRs do not appear on students' transcripts. Students must choose this grade option during the add/drop period. There is no limit to the number of NR grades that a student may receive. However, NR grades do not carry credit and are not counted toward graduation or University requirements.

3. **The Credit/No Credit Option:** This grading option, assigned by the University to a course, uses the symbols CR/NC. CR indicates work at a level of C- or better. The NC is treated like an F.

Grade-point averages are calculated by the University to determine academic good standing, semester academic honors, Latin honors at graduation and eligibility for various honor societies. The grade-point average is calculated as the average of grades earned in all Clark University graded courses. Neither external credit nor ungraded Clark University courses are included in this calculation.

## Pass/No Record Option

The availability of the pass/no record option is designed to offer students the opportunity to take a course, usually unrelated to their major, without risking a negative impact on their GPA.

All students should bear in mind that the majority of graduate and professional schools have expressed a preference for graded transcripts and encourage applicants to have graded courses. Preprofessional students and those for whom graduate school is a goal should exercise caution in selecting the pass/no record option. Students who are interested in attaining honors, such as Phi Beta Kappa, Dean's List and Latin honors at graduation, also should exercise use of the option cautiously.

## Noncredit Audit Status

With the permissions of the instructor, full-time degree students are eligible to audit one course per semester. There is no additional charge for this privilege. Part-time matriculated students also may register as auditors with the permission of the instructor and the payment of a per course fee. In limited or sectioned courses, regularly enrolled Clark students are given preference for available openings.

Matriculated students who successfully complete audited courses (this determination is made by the instructor) also will have the audited courses posted on their permanent records.

## Withdrawal From Courses

A student may withdraw from a course at any time during the add/drop period without having a W recorded on his or her transcript. Students may withdraw from a class up until the end of the tenth week of classes, but any withdrawal after the add/drop period will result in a W being recorded on the transcript. Students compelled to withdraw from a course due to exceptional circumstances (e.g., serious illness) may petition the College.

## Incompletes

A record of incomplete may be permitted by approval of the College Board or dean of the college only when sickness or some other unavoidable circumstance prevents completion of the course. Individual instructors may not assign incompletes without the approval of the College Board or dean of the college. A record of incomplete incurred in the fall semester must be made up no later than the following April 1; if incurred in the spring semester, it must be made up no later than the following Oct. 1. If a course is not completed within the specified time, the record of incomplete is changed to F.

## Registration

All students are expected to register in November for the spring semester and again in April for the following fall semester. Registrations must be finalized by the end of each semester's add/drop period. Notification of the dates for registration is given, and failure to register within the announced period results in a late fee.

## Examinations

Final examinations are given at the end of most courses. Approximately one week is set aside for each examination period, and an attempt is made to distribute examinations for individual students evenly throughout this period. Absence from a final examination, except for the most compelling reasons, may result in a failure for the course.



Comprehensive final exams are not to be given (or due) during the last week of class, nor during the scheduled reading period. Other examinations and tests may be given at any time during the course at the discretion of the instructor.

### Class Attendance

There is no university-wide class attendance policy. However, many individual instructors do set attendance requirements for their courses.

### Student Absence Due to Religious Beliefs

According to Massachusetts state law, any student who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study or work requirement on a particular day, will be excused from that requirement. He or she will have an opportunity to make up any examination, study or work requirement missed because of such absence, provided the makeup examination or work does not create an unreasonable burden on the University. No fees will be charged by the University for making such opportunities available. No adverse or prejudicial effects will result to any students availing themselves of these provisions.

### Course Changes

Students may add and drop courses during each semester's add/drop period. Thereafter, a student may enter a course only with the permission of the instructor and the College Board or the dean of the college.

### Classification of Students

All students who have not been required to withdraw at the end of the academic year will be promoted if they have satisfactorily completed the following number of units:

To the sophomore class .....	6 units
To the junior class .....	14 units
To the senior class .....	22 units

### Partial Programs

In special circumstances, students may be permitted by the dean of students to register for a semester program of fewer than three courses. These students are designated as part-time students.

### Guest and Special Students

Guest students from other colleges and universities who want to study at Clark for one or two semesters, and special students who want to take only a few courses without enrolling as degree candidates, may seek approval to do so. Students who wish to enroll as guest students should contact the Admissions Office. Those interested in special student status should contact the Office of Student Records.

### Academic Standing

Academic standing is reviewed each semester and is based upon performance during the previous semester. All students are required to pass at least two courses each semester and to maintain a 2.0 grade-point average. In order to remain in good academic standing, first-year students must complete at least five courses with a minimum 2.0 grade-point average by the conclusion of their first year. Sophomores, juniors and seniors must complete at least six courses with a minimum 2.0 grade-point average for the year. In addition, students may earn no

more than four D grades for credit towards graduation. Students who fail to meet these requirements will be placed on academic probation for the next semester for which they enroll at the institution.

Students who do not maintain good academic standing may be placed on academic probation or may be dismissed by the College Board or the dean of the college. The progress of students, who are placed on academic probation, is reviewed by the board at the end of the semester on probation.

Students on probation are expected to complete four courses with a 2.0 average or face a required withdrawal for the subsequent semester. A second required withdrawal requires the student to complete two courses at another institution within one semester with grades of C or higher, prior to their application for readmission to Clark. A third required withdrawal is final.

### Academic Integrity

Academic integrity is a basic value for all higher learning. Simply expressed, it requires that work presented must be wholly one's own and unique to that course. All direct quotations must be identified by source. Academic integrity can be violated in many ways: for example, by submitting someone else's paper as one's own; cheating on an exam; submitting one paper to more than one class; copying a computer program; altering data in an experiment; or quoting published material without proper citation of references or sources. Attempts to alter an official academic record will also be treated as violations of academic integrity.

To ensure academic integrity and safeguard students' rights, all suspected violations of academic integrity are reported to the College Board. Such reports must be carefully documented, and students accused of the infraction are notified of the charge. In the case of proven academic dishonesty, the student will receive a sanction, which may range from an F in the assignment or course to suspension or expulsion from the University.

### Leaves of Absence

A student who is in good standing may apply to the dean of students for a leave of absence, after which he or she may return to the University without formal application for readmission.

### No Shows

Students who fail to enroll without taking a formal leave of absence will be administratively withdrawn from the institution. To be considered for readmission after this dismissal, students must apply to the dean of students.

### Departmental Honors

Students may be admitted to a program leading to a bachelor's degree with honors in a particular major at the beginning of the junior year or, in some cases, at the beginning of the senior year. In most cases, each student will work with a faculty member who serves as his or her honors adviser and assists with planning the honors research and thesis during the student's junior and senior years. The program may include a maximum of six courses in which the student works under the adviser's supervision. In some cases, students must pass a comprehensive examination given by the department in the senior year.



Students should check with the major department to obtain guidelines for the specific requirements for honors before the end of the sophomore year (although in some departments, applications for honors may be made in the second half of the junior year).

Admission to an honors program does not relieve students of any of the standard major requirements. A student's candidacy for honors will be terminated at the end of any term in which he or she has not maintained a standard of work satisfactory to the department. If candidacy is terminated for any reason, the amount of course credit to be allowed for honors courses will be determined by the College Board.

The department may recommend that a student graduate with honors, high honors or highest honors. That recommendation is made to the dean of the college at the completion of the honors program. Consult individual departments for details concerning acceptance into their honors programs.

### University Honors

Each semester, the dean of the college publishes a list of students who have distinguished themselves by outstanding academic performance in the preceding semester. Honors are awarded to the top students in each class based on semester grade averages.

Upon graduation, Latin honors are awarded at three levels: cum laude, magna cum laude, and summa cum laude. Latin honors are based on the following cumulative grade-point averages: summa cum laude, 3.80 and higher; magna cum laude, 3.60-3.79; and cum laude, 3.40-3.59. Also, to be eligible for Latin honors, students must have completed at least 75 percent of their Clark courses with a letter grade.

Honor societies at Clark include the Society of Phi Beta Kappa, founded at the College of William and Mary in 1776 and dedicated to the recognition and encouragement of outstanding scholarly achievement in liberal studies. The Clark chapter, Lambda of Massachusetts, was established in 1953. Gryphon and Pleiades is the senior honor society at Clark. Its 12 members include students who have outstanding records of academic achievements and leadership in campus extracurricular activities. The Fiat Lux Honor Society was created in 1988 as a student honor and service society recognizing combined qualities of scholarship and citizenship among Clark juniors and seniors. Qualifications for selection include a minimum 3.3 grade-point average and significant community service.

## Facilities and Student Resources



### Housing

Clark University provides housing for approximately 1,500 undergraduate students in eight residence halls and 14 houses. All first- and second-year students are required to live in University housing unless they are commuting from home. Residential Life and Housing staff is available to assist students with a variety of personal and academic concerns. The staff strives to create a living-and-learning environment through social, recreational and educational programs. Dodd Hall is designated as an all-women residence hall. The remaining eight halls are coeducational. Currently, all residence halls are smoke free. There are two residence halls designated exclusively for first-year students and one residence hall designated for upper-class students. Special-interest housing opportunities include a substance-free house (called Wellness House), quiet house, and year-round house. Additionally, those first-year students who live a substance-free life and want to live in a residence hall may request a substance-free roommate.

New student assignments are mailed by mid-July. Each year, returning students participate in the room selection process in April to select their rooms. Approximately, one-third of Clark students commute from home or live in private apartments in the immediate neighborhood. A limited listing of available apartments is compiled by and available at the Office of Residential Life and Housing.

### Health Services

The Clark University Health Service is a primary-care outpatient clinic that provides on-campus health care to full-time matriculated undergraduate students. It is staffed by physicians, nurse practitioners, registered nurses and support staff. The clinic, located at 501 Park Avenue, is open Monday through Friday 9 a.m. to 5 p.m. There is always a physician on call when Health Service is closed.

Students may make an appointment at Health Service with a clinician for diagnosis, treatment, follow-up or counseling regarding health problems. Gynecological and contraceptive services are available.

Massachusetts law requires all full- and part-time students to enroll in a qualifying student health-insurance plan offered by the University or another health-insurance plan with comparable coverage. Failure to submit proof of comparable coverage will result in a student being automatically enrolled in the Clark plan and charged accordingly. In compliance with state law, students may not register for classes until they are enrolled in an insurance plan.

### Dean of Students Office

The Dean of Students Office is concerned with the well-being of students living and learning in a community of scholars and works to maximize the quality of student life at Clark. The staff coordinates services related to housing, residential life, multicultural-student services, international-student services, new-student orientation, wellness, health services, student activities, personal counseling and judicial affairs.



The deans are available to meet with students on the wide variety of issues that they encounter during their time at Clark. The Dean of Students Office publishes a student handbook (Synergy), which outlines student support services and the Code of Student Conduct.

### **Career Services**

The Career Services Office provides services and programs to assist students in making informed decisions regarding their career choices. Our professional staff offers assistance in career and graduate-school planning and in the internship and full-time job search. The following services and resources are available:

**Career Advising** — Staff is available to meet with students who want to discuss their choice of major and/or career and graduate-school plans. Career advising helps students clarify their goals, preferences, skills and interests.

**Career-Planning Events** — Workshops are conducted each semester on topics such as resume writing and interviewing skills as well as a variety of panel presentations on specific career fields. Job fairs and graduate-school events are also coordinated to provide students with the opportunity to network.

**Career Resources** — The Career Services Library contains information on career fields, internships, jobs and graduate study. Books and articles on specific job-search strategies are also available.

**Clark Career Exploration Program** — CCEP is a four-year comprehensive program where students discover their interests and skills, explore a variety of possible career paths and their requirements, and develop plans for internships, full-time employment, graduate and professional school. Through this program, students are encouraged to attend career workshops and create portfolios that creatively market their liberal-arts education to employers and/or graduate schools.

**Internship Program** — Career Services encourages students to participate in academic experiences in the field, allowing them to compare academic theory to actual practice while exploring various career options. Students may earn academic credit while working with many public, private and nonprofit organizations located throughout the county.

**Letters of Reference Files** — Career Services has partnered with Interfolio.com, an online letter-of-reference and credential-management service. For a small annual fee, students may have letters sent to the site where they will be housed until needed for employment or graduate school.

**Prelaw Advising** — The Prelaw Advising Program provides services to undergraduates considering careers in law and facilitates the entrance of qualified students into law school. The program, coordinated by Career Services, sponsors workshops, lectures and meetings, and provides informational materials for students. Watch appropriate bulletin boards and publications for announcements of important meetings and events. Students interested in pursuing law-school admission should contact Career Services or Professor Mark Miller in the Government and International Relations Department.

**Recruiting Program** — Clark students can connect with employers through on-campus company presentations, showcases, resume referrals and campus interviews. Career Services currently utilizes eRecruiting, a premiere Web-based recruiting system. All students are encouraged to create their profiles and register to begin their career exploration.

The Career Services Office is located on 122 Woodland Street and is open Monday through Friday from 8:30 a.m. to 5 p.m. For more information, call 508-793-7258; e-mail [careers@clarku.edu](mailto:careers@clarku.edu); or visit the Web site at [www.clarku.edu/offices/career](http://www.clarku.edu/offices/career).

### **Community Engagement**

The Community Engagement and Volunteering (CEV) Center provides students and faculty with assistance in finding local volunteer opportunities or community-based service-learning projects.

By becoming engaged in a meaningful community-service activity, students can make a positive difference in the life of others, gain leadership skills and learn the value of civic responsibility.

The CEV Center serves as a clearinghouse of community agency information and maintains an alphabetical listing of agencies in the Worcester area that are in need of volunteers, as well as descriptions of service opportunities. In addition, the Center supports faculty with service-learning curriculum development and site placement assistance. CEV staff assists students and faculty in finding a community-service project of interest to them and benefit to the Worcester community. The Center coordinates the annual Volunteer Fair, the Food for Thought dialogue series, faculty-development workshops on service learning and other on-campus community-service events.

The Community Engagement and Volunteering Center is located on the first floor of Corner House on the corner of Woodland and Charlotte streets, and is open from 9 a.m. to 5 p.m. Monday through Friday. For more information, call (508) 421-3785 or view our Web site at [www.clarku.edu/local/communityengagement](http://www.clarku.edu/local/communityengagement).

### **Campus Security**

The Clark University campus is served by a 12-member police force duly appointed by the Commonwealth of Massachusetts department of State Police. University Police are armed and have full arrest and policing powers.

Police take a proactive approach to campus security, offering students, faculty and staff educational programs on how to take precautions appropriate to an urban setting. University Police and Physical Plant maintain a network of 61 indoor and outdoor emergency telephones to ensure a quick response to security concerns. An escort service is available for students from 5 p.m. to 4 a.m. during the academic year within a quarter mile of the Clark campus. Clark University, as mandated by federal law, reports annually on the security of its campus. A copy of the Campus Security Report is available at Admissions House, University Police and on Clark's Web site.

### **Facilities and Resources**

#### **Campus Libraries**

**The Robert Hutchings Goddard Library**, named for the Clark physicist who invented the rocket technology that made space travel possible, is the academic heart of the University and an architectural landmark. Goddard is both a traditional and an electronic library with collections and services that are a combination of time-tested and brand new. The collections include more than 600,000 volumes, 293,744 monographs and subscriptions to 1,500 periodical titles. The library provides full Internet access and 70 end-user subject-specific databases. As a member of the Colleges of Worcester Consortium, Clark offers students the use of eight academic consortium libraries and a combined local collection of more than 3.5 million volumes.



Goddard Library also offers a viewing area for videocassettes; a listening area for compact discs, records and tapes; a language lab; computers; and terminals linked to the campus' computing network. Through the University Computing Center, the Library's menu of electronic information sources including the Public Online Catalog is available 24 hours a day.

**The Guy Burnham Map and Aerial Photography Library**, founded in 1921, is an active cartographic information center. The collection, global in scope, contains over 200,000 maps and 7,500 aerial photographs, as well as atlases, journals, globes, map reference materials and tourist information. A depository agreement with the U.S. Government Printing Office insures the availability of a full array of U.S. government maps. The library is located on the lower level of the Geography Building.

**The Carlson Science Library**, a branch of the Goddard Library, serves the disciplines of biology, chemistry and physics. Located on the top floor of the Sackler Sciences Center, it houses selected science journals and a research collection of recent monographs. Full Internet access, as well as subject-specific databases, are provided.

### Information Technology

At Clark, information technology permeates all aspects of campus life. E-mail and Web systems provide online access to information, services, communication and collaboration. The high-speed campus data network links all campus buildings, including residence halls and the Internet. Wireless networking supports laptop mobility around campus. Classrooms are networked and multimedia capable. Student computer labs provide access to specialized programs used in courses. Videoconferencing connects the campus to other locations, universities and laboratories. Walk-up kiosks provide quick network access as individuals go about campus.

Clark students, faculty and staff routinely utilize this computing and networking environment in day-to-day activities. Students register for classes and access their records through "Web for Students." Students, faculty and staff universally use e-mail for personal and University communications. All also use the Intranet, known as Clark Commons, to access comprehensive campus information, services, directories and forums. Faculty and students use the Web system, BlackBoard, to access course materials including syllabi, readings, images, recordings, videos and online discussions. Faculty and students use the New Media Lab to produce the multimedia content for BlackBoard and other electronic publications. Everyone may publish a Web page. Campus events are webcasted and archived for playback on demand. Student organizations offer discussions and "straw polls" on the Intranet forum, where any individual may launch a discussion.

Automated systems support the entire range of University administration and operations. Campus service departments offer complete information and services on the Clark Web site, and academic departments publish full descriptions of majors and programs along with faculty profiles.

All faculty and staff are provided with networked computers. Most students bring a computer to campus. Student computer labs and kiosks are also provided throughout the campus, supporting the curriculum and complementing students' personal ownership. Desktops or laptops; Windows, Macintosh or Linux; wired and wireless: all are sup-

ported. The University provides information and assistance to help students, faculty and staff acquire the best computers and software at the best prices. Consulting, troubleshooting and training are also provided, including evenings and weekends.

These systems and services, for which students are charged no extra fees, are provided to the Clark community by Information Technology Services and the Office of the Vice President for Information Technology.

### Science Facilities

Clark's new science facilities include the Cathy '83 and Marc '81 Lasry Center for Bioscience, a 50,000 square-foot building for the biological sciences and the renovation of the 32,000 square-foot biophysics building, the second-oldest building on campus. The renovated building houses physics, mathematics and computer science. The adjacent Sackler Sciences Center houses chemistry.

Special features include:

- Research laboratories to support science faculty in their research with undergraduates and graduate students
- Flexible teaching laboratories to accommodate a variety of instructional approaches
- Laboratory support to allow significant shared equipment
- Classroom and seminar rooms that incorporate technology
- Offices near the laboratories to promote collaboration and collegiality

The Arthur M. Sackler Sciences Center houses facilities for both teaching and research. State-of-the-art scientific equipment, such as an electron spin resonance (ESR) spectrometer and high-field nuclear magnetic resonance (NMR) spectrometers, serve Clark students and researchers, as well as others in central Massachusetts. A centralized science library and computer laboratories also are housed here.

### Visual and Performing Arts Facilities

**The Traina Center for the Arts**, which opened in August of 2002, is a state-of-the-art facility for the visual and performing arts. The complex consists of a completely remodeled late-19th-century brick school building of Richardsonian design with a newly built hall for lectures, recitals and screenings. Studios for painting, drawing and graphic design, together with a print-making studio, photography darkroom, exhibition gallery, visual resource library, multimedia center and high-tech classrooms, create an integrated environment for the study, creation, display and performance of studio art, art history, music, theater arts and film.

**The Little Center Building** houses primarily Theater and is devoted to the creation of theatrical performances and includes a black-box theater, experimental theater, costume shop, design workshop, practice studio and classroom. The building also includes a fully equipped sculpture studio.

**Estabrook Hall** contains additional facilities for the arts, including music classrooms, practice rooms, the George F. and Sybil H. Fuller Foundation Center for Music, and senior studios for advanced studio-art students.



### **Athletic Facilities**

The Kneller Athletic Center includes a gymnasium with three full-size courts for basketball and volleyball, as well as space for indoor badminton, field hockey, running, lacrosse, soccer and softball; a newly renovated six-lane 25-yard swimming pool with one- and three-meter diving boards; four racquetball courts and two squash courts; two weight rooms; a training room with facilities for rehabilitation; a dance room; plus locker rooms, offices and conference rooms.

The 4,300 square-foot James and Ada Bickman Fitness Center, an addition to the Kneller Athletic Center, provides students with a cardiovascular area as well as a strength and free-weight area.

Students play outdoor sports at Russ Granger Field. Recently renovated, the area consists of six PlexiPave-surfaced tennis courts and a lighted sport-turf field for varsity field hockey, baseball and lacrosse, as well as a lighted natural-grass field for soccer. The fields are also used for intramural and recreational sports. Included in the renovations was the construction of the 29,850 square-foot Dolan Field House, which provides indoor practice space, a training room, and locker rooms for visiting and home teams. O'Brien Field is the home to the varsity softball team, and the cross-country team practices in the many city and state parks near the University. Clark's rowing team practices and competes on Lake Quinsigamond, a short ride from campus. The Worcester-area colleges share a boathouse on the lake.

### **Division III Intercollegiate Athletics**

Clark's 17 intercollegiate varsity teams compete as a member of the National Collegiate Athletic Association (NCAA, Division III) and the Eastern College Athletic Conference (ECAC). Locally, Clark competes in the New England Women's and Men's Athletic Conference, which includes Babson College, Massachusetts Institute of Technology, Mount Holyoke College, Smith College, Springfield College, United States Coast Guard Academy, Wellesley College, Wheaton College and WPI.

Men's varsity sports include baseball, basketball, crew, cross country, lacrosse, soccer, swimming and diving, and tennis. The women's varsity sports include basketball, crew, cross country, field hockey, soccer, softball, swimming and diving, tennis, and volleyball.

## **Graduate Programs and Research Institutes**



Founded in 1887 as the first all-graduate school in America, Clark has continued to offer outstanding master's and doctoral degree programs in the context of an intimate university. Over the years, Clark's graduate school has been at the center of major research breakthroughs in disciplines as diverse as physics, geography and psychology.

Clark offers graduate programs leading to doctoral and master's degrees. Admission to Clark's graduate programs is open to holders of the bachelor's degree or its equivalent, and is determined on a competitive basis. All programs are administered by the Graduate Board. Completion of a master's degree program generally requires one or two years of study, and completion of the Ph.D. requires at least four years of study, although requirements vary across departments.

Doctor of philosophy degrees are offered in biology, the biomedical sciences, chemistry, economics, geography, history, physics and psychology. Master of arts degrees are offered in community planning and development, education, English, environmental science and policy, geographical information science, international development and social change, physics and teaching. The master of business administration and master of science in finance are offered by the Graduate School of Management. The College of Professional and Continuing Education offers the master of public administration, master of science in professional communication, master of science in information technology, and master of arts in liberal arts.

There is a wide variety of financial support available for incoming graduate students. Most departments offer teaching assistantships, fellowships and research assistantships. Often these come with a stipend as well as tuition grants. Some specific examples of fellowship awards are listed at the end of this section.

### **Inquiries and Admission to Graduate School Programs**

Inquiries from both U.S. and international students concerning specific programs of graduate and postdoctoral work should be addressed to the chair of the department or program concerned. Visit our Web site at [www.clarku.edu](http://www.clarku.edu) for more information.

Admission to the graduate school may be granted only by the dean of graduate studies and research, acting for the Graduate Board on the recommendation of a department or program of the University. Formal notification is by official letter from the graduate dean. Applicants should communicate with the appropriate department or program head. The applicant will be provided with an application form, which, accompanied by a \$50 application fee, should be returned to the department or program. In addition, the applicant should arrange to forward an official transcript of all undergraduate and any subsequent academic work as well as three letters of recommendation from persons who are competent to judge qualifications for graduate study.

Department or program heads may request the submission of additional material, and most require a record of attainment in the Graduate Record Examination given by the Educational Testing Service, Princeton, N.J. All applicants are urged to submit their scores on the Graduate Record Examination verbal, quantitative and advanced tests. Applicants to the Graduate School of Management programs are required to take GMAT rather than GRE examinations.



In addition to an application and \$50 fee, foreign students should provide a certified English translation of official transcripts, evidence of English proficiency (TOEFL), at least three letters of recommendation, and a statement concerning their financial resources or agency support.

Application deadlines vary by department. Please contact the department or program of interest for the date.

Admission to the Graduate School is valid for a specified time only and lapses after that period. If a student is admitted while still a candidate for a degree from another institution, an updated transcript noting the conferring of that degree must be sent directly to the department or program of interest.

Part-time graduate study is possible in some departments. Admission as a special graduate student (nondegree candidate) is a simple enrollment process handled through the Office of Student Records. The grading system for these students is: A-F (with "+" and "-") or Pass/Fail.

### **Master of Arts**

Master of arts degrees are offered in the fields of community planning and development, education, English, environmental science and policy, geographic information sciences for development and environment, history, international development and social change and teaching.

**Residency:** An academic year (generally eight semester courses) of study in residence is a minimum requirement for a master's degree. Individual departments or programs may require longer periods of residency.

**Foreign Language:** Language or other special requirements are included in the department listings in this catalog.

**Course and Examination Requirements:** Each student must complete at least eight semester courses in a program approved by the department. One course may be a research course devoted to the preparation of the thesis. Credit for a maximum of two courses at another institution may be approved by the dean of graduate studies and research upon recommendation of the department.

**Thesis:** The thesis is written on a topic in the field of the student's special interest under the supervision of a member of the department and in a style, length and format that is appropriate to the problem being researched. Regulations for submission of theses are available online at [www.clarku.edu/graduate](http://www.clarku.edu/graduate).

**Graduation Fee:** The fee for the master of arts degree is \$100. This covers the cost of the diploma and binding of the library copy. It is payable when the thesis is deposited with the format adviser. Students who do not write a thesis must pay this fee no later than the date on which theses are due to the University format adviser.

**Nonresident Students:** Students who have completed all their in-class course work and are finishing their degree requirements off campus must continue to register each semester until graduation as nonresident students. The nonresident student status fee is \$200 each semester for the first three years and \$400 each subsequent semester.

### **Postgraduate Programs in COPACE**

Through the College of Professional and Continuing Education (COPACE), Clark offers the master of arts in liberal arts (M.A.L.A.), master of public administration (M.P.A.), master of science in professional communication (M.S.P.C.) and master of science in information technology (M.S.I.T.).

The M.A.L.A. program is designed for students wishing to pursue liberal-arts education at the graduate level. The M.P.A. program is

designed to strengthen and advance the managerial and analytical skills of mid-career managers and executives in public organizations and nonprofit institutions. The M.S.P.C. is a comprehensive, practical program designed for mid-career professionals. The M.S.I.T. is designed to prepare professionals to take a holistic approach; think critically about enterprise objectives; learn the strengths and weaknesses of each technology and how they interface; and envision the totality of e-based systems. For further information, contact the College of Professional and Continuing Education.

### **Certificate of Advanced Graduate Study (CAGS)**

Through COPACE, Clark offers a Certificate of Advanced Graduate Study (CAGS) in Interdisciplinary Studies, designed for teachers, administrators and other professionals. The program is open to those already holding a master's degree. Although increased specialization in a student's particular area is possible through the chosen concentration track, the Clark Interdisciplinary Studies CAGS, unlike traditional CAGS offered elsewhere, attempts to foster breadth beyond a discipline. Courses are chosen from several disciplines; the student's focus is interdisciplinary, incorporating and transcending established domains of study.

### **Master of Business Administration/ Master of Science in Finance**

The accredited Clark University Graduate School of Management offers programs leading to the master of business administration (M.B.A.) and the master of science in finance (M.S.F.).

### **Doctoral Programs**

Doctor of philosophy degrees are offered in biology, biomedical sciences, chemistry, economics, geography, history, physics and psychology. Doctoral students in the biomedical sciences and in psychology may also enroll in courses given cooperatively with University of Massachusetts Medical School, Worcester Foundation for Biomedical Research, and Worcester Polytechnic Institute. Only well-qualified candidates with proven ability in their special fields of study will be encouraged to proceed to the degree of doctor of philosophy.

**Residence:** The minimum requirement is one year of full-time study (eight semester courses) beyond the M.A. or its equivalent in part-time work, in residence. If the master of arts has been earned at Clark, this requirement is in addition to the residence requirement for that degree.

**Foreign Language:** Each graduate department sets its own language or related requirements as the student's field of research may demand and must report such requirements in each case to the dean of graduate studies and research. If a language is required, either a testing service or on-campus tests are employed at the discretion of the department.

**Preliminary Examination:** Upon completion of preparation in the fields of study, a prospective candidate takes a preliminary examination set by the major department. This examination may be written or oral, or a combination of both. The chair of the department may invite other scholars from within or outside the University to participate in the examination.

**Dissertation:** A dissertation, which is expected to make an original contribution to a specialized field of knowledge, is required of each candidate. The dissertation, approved by the chief instructor or dissertation committee, is presented to the examining committee at the final oral examination. An abstract of the dissertation, not exceeding 350 words, is approved by the dissertation advisers. Four weeks before the degree is to be conferred, a presentation-quality copy of the disser-



tation, together with two official title pages, an academic history and an abstract must be delivered to the University format adviser. At the same time, one or more copies of the dissertation and of the abstract may be required by the major department. The title pages and academic history forms can be obtained online. The presentation-quality copy of the dissertation must be typed or computer printed as prescribed in the format guide located on the Graduate School Web site.

The dissertation and abstract become part of the permanent collection in the University library. A microfilm copy of each dissertation is made by Bell & Howell of Ann Arbor, Michigan, and is available for duplication on request to that company. The abstract is printed in Dissertation Abstracts.

Articles published in referred journals may be accepted in lieu of a dissertation with the approval of the department and the graduate dean.

**Graduation/Diploma Fee:** The fee for the doctor of philosophy degree is \$150. It covers the cost of the diploma, hood, publication of the abstract in Dissertation Abstracts, and binding of the library copy of the dissertation. It is payable when the dissertation is deposited with the University format adviser.

**Nonresident Students:** Continuing students who are not registered for courses at Clark are required to register for and pay a nonresident fee of \$200 per semester to maintain active status. If fees are unpaid, the student will be dropped from the degree program. (Fees double after three years.) For information on nonresident loan deferment status see "Graduate Tuition" section.

### Doctor of Philosophy in Biomedical Sciences

The biomedical sciences Ph.D. program began in 1975 with the recognition that certain individuals without a standard academic background, but with previous research experience and an outstanding aptitude for independent research, may benefit from a relatively unstructured program leading to the Ph.D. degree. This is a cooperative program involving Clark University, University of Massachusetts Medical School, Worcester Foundation for Biomedical Research, and Worcester Polytechnic Institute. It utilizes the faculty, facilities and varied research interests in the biomedically related sciences in the Worcester area. The primary criteria for admission are research ability and potential. The evaluation of applicants is based largely on evidence of their previously performed research. Award of the Ph.D. requires passing of a preliminary examination and presentation and defense of a research thesis. Competence in the major field in preparation for the preliminary examination can be achieved through independent study, directed study or formal courses. The Ph.D. degree may be awarded by either Clark University or Worcester Polytechnic Institute, although dissertation research may be done at any of the participating institutions under the sponsorship of a faculty member from that institution. Areas for dissertation research reflect the varied research programs of faculty from the participating institutions. These include, but are not limited to: cellular and molecular biology; cell senescence; metabolism, endocrinology and immunology; pharmacology and experimental pathology; reproductive biology, physiology, neurobiology and behavioral science; biological engineering, related to nitrogen fixation and development of new symbiotic systems with blue-green algae, biomass and bioenergy (silviculture and fermentation technologies).

**Admission:** The primary criterion used in selection of students for this program is the demonstrated capacity of the applicant to do independent research. In addition to the application form, applicants sub-

mit official transcripts of undergraduate and graduate work, Graduate Record Examination (GRE) scores, three letters of reference and evidence of outstanding research ability (e.g., publications, abstracts, etc.). More complete information may be obtained from the program director.

Applications and all supporting documents should be submitted to Dr. Joseph Bagshaw, Department of Biology and Biotechnology, Worcester Polytechnic Institute, 100 Institute Road, Worcester, MA 01609.

### Graduate Grading Policies

The grades of A and B (with "+" and "-") are acceptable for graduate credit; anything lower than a B- is not acceptable. A Pass/Fail grading option is possible, where P (pass) signifies that the student has performed at a B- or above. Incompletes are awarded at the discretion of the instructor for a period not exceeding one year.

### Graduate Housing

A limited number of on-campus housing spaces are available through the Office of Housing and Residential Programs. Incoming students have priority for this housing. Further details may be obtained from the Office of Housing and Residential Programs or from academic departments.

Off-campus rooms and apartments for both men and women are available in the immediate area of the University. A limited listing of current housing opportunities is compiled by the Office of Housing and Residential Programs. Students without prior arrangement for University-owned housing are urged to arrive before registration to seek suitable housing in the area.

For information on meal plans, health insurance and health services, please refer to the section on Facilities and Student Resources.

### Graduate Tuition and other Charges Academic 2005-2006

#### Full-time Graduate Students:

Tuition: \$29,300 per academic year (or \$14,650 per semester)

In departments that define a full load as four courses per semester, the per-course charge is \$3,662.50. The per-course charge varies in some departments according to their specific definition of a full program. Students should contact their department chairs to find out which scale applies.

#### Part-time Graduate Students:

Tuition is charged on a per-course basis according to the scale used in the student's department (generally \$3,662.50 per course).

#### Special Graduate Students (nondegree candidates):

Tuition: \$3,662.50 per course

#### Tuition and fees differ in the following programs:

- Master of Business Administration
- Master of Science in Finance (Contact the Graduate School of Management for further details.)
- Master of Arts in Liberal Arts
- Master of Public Administration
- Master of Science in Professional Communication
- Master of Science in Information Technology (Contact the College of Professional and Continuing Education for further details.)
- Master of Arts in Teaching
- Master of Arts in Urban Education and Teacher Research



## Other Fees

Graduation Fee—payable at the time the thesis or dissertation is deposited with the Office of the Graduate School.

Master's degrees . . . . .	\$100
Doctoral degrees . . . . .	\$150

Students who do not write a thesis or dissertation, including those receiving the degree through an alternative program, must pay this fee no later than the date on which theses are due to the University format adviser (generally, April 1).

Nonresident Fee . . . . .	\$400
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Payable Aug. 1 and Dec. 1: \$200 per semester. All degree candidates who are not formally enrolled in course work must pay the nonresident fee each semester until the final copy of the thesis or dissertation is approved by the University format adviser. If these fees are not paid by the close of the fiscal year, the student will be dropped from the program. (Fees double after three years.)

## Loan Deferment

Only students enrolled on at least a half-time basis are eligible for student deferment status on college loans. Nonresident graduate students on a half-time basis are limited to two years of student deferment status.

## Graduate Scholarships, Fellowships and Assistantships

Graduate fellowships and scholarships are provided for well-qualified students by the University from endowed funds and from other sources. Financial aid to graduate students also is available in the form of grants from a number of special funds and, in some departments, from sponsored research grants. Students who receive awards must obtain permission from the department before accepting employment. Application for a scholarship or fellowship to begin in September should be made before Feb. 15 to the chair of the department or director of the program in which the applicant expects to do major work. Late applications, after endorsement by the department, go to the dean of graduate studies and research for final approval.

### Research Fellowships

These fellowships may be awarded to graduate students who have fulfilled their residence requirements and who are pursuing a full-time doctoral program on campus.

### Teaching Assistantships

Teaching assistants are assigned a variety of duties according to the needs of the department. Responsibilities include conducting discussion sessions, supervising laboratory sections, holding tutorial sessions and grading papers and projects. Assistantships typically involve a commitment of approximately half time (an average of 17-1/2 hours a week). A tuition-remission scholarship or fellowship accompanies this award. Additional support up to a 12-month stipend is available in some departments.

### Assistantships

Assistantships are available in several departments. Assistantships involve a variety of services, including research with appropriate stipends, and usually provide the student with experience that will be useful in later professional work.

## Graduate Fellowship, Scholarship, and Department Funds

Stipends for fellowships and scholarships are provided by endowed funds. For further information about these funds, contact the Graduate School Office.

## Research Centers and Institutes

The **George Perkins Marsh Institute** was founded in 1991 to promote and conduct collaborative and interdisciplinary research on human-environment relationships that cover a wide range of research themes including risks and hazards, the human dimensions of global environmental change, resource and environmental policy, industrialization and globalization, and the development and application of Geographic Information Science across multiple disciplines.

The institute fosters team-based research that engages graduate students and research faculty in problem formulation and resolution. By galvanizing research of this kind within Clark University, its surrounding community and beyond, the institute affords its research faculty and students the opportunity to engage in a scale, scope and quality of research that would not be possible otherwise, thus helping to extend Clark's research activities around the world.

The institute is comprised of four centers: CANTED, which contains the Community Based Development Program (CCBD) and the Community Based Hazard Management Program (CBHM); Clark Labs; the Greening of Industry Network; and the newly formed Center for Risk and Security (CRS).

- Founded in 1978, the **Center for Technology, Environment and Development (CANTED)** is internationally recognized as one of the oldest and most prominent centers for the study of natural and technological hazards in the United States. Interdisciplinary research has always been CANTED's forte, ranging from theoretical work on hazard analysis, hazard taxonomies, vulnerability, environmental equity, comparative risk assessment and risk perception to more applied work on risk communication, radioactive-waste management, public participation, corporate risk management, cancer and noncancer health risks, occupational risks, hazardous-waste transportation, and emergency planning. CANTED researchers have also maintained an interest in practical issues relating to the University and the surrounding Worcester community.

CANTED continues its traditional work on risks and hazards with projects funded by various agencies, such as the EPA, NIEHS and the Department of Energy (DOE), that look at the effect of exposure to toxic substances on birth weight, developing methodologies for assessing uncertainty and variability of human response to exposures to hazardous substances and vulnerability studies.

- The **Clark Labs for Cartographic Technologies and Geographic Analysis (Clark Labs/IDRISI Project)** is dedicated to the research and development of geospatial technologies to address the needs of effective and responsible decision making for environmental management, sustain-able resource development and equitable resource allocation. Clark Labs is best known for its flagship product, IDRISI GIS and Image Processing software, which it continues to develop and distribute. Since its inception in 1987, over 35,000 organizations and individuals have been licensed to use the software in more than 175 countries. IDRISI provides unprecedented tools for multicriteria and multiobjective decision making, environmental change and time series analysis, land-cover change, change



prediction and analysis of ecological implications dynamic modeling, risk and uncertainty management, and soft classification of remotely sensed imagery. Clark Labs also engages in limited applications research. Projects have ranged from the detection of diseased trees using hyperspectral imagery and the predictive modeling of invasive species using neural networks, to the spatial and temporal analysis of climate cycles (El Nino/La Nina), to vulnerability in contexts as varied as landslides and droughts. Clark Labs has also had a strong involvement in the transfer of GIS technology, particularly in the context of the developing world.

- The Marsh Institute hosts the America's office **Greening of Industry Network (GIN)**. GIN is an international organization dedicated to accelerating progress toward a sustainable society. The America's office works in cooperation with two other GIN programs, GIN-Asia at Chulalongkorn University in Thailand, and GIN-Europe at the University of Twente in the Netherlands. Network members work in many fields and come from many countries. Founded in 1991, GIN members work to develop knowledge and transform practice to accelerate progress toward a sustainable society, and seek to create new concepts and a new language that will make it possible to extend our horizons and communicate across disciplines, nations and sectors.
- The newly formed, **Center for Risk and Security (CRS)** conducts in-depth studies of homeland security issues using a risk-analysis perspective. The center's broad range of security issues includes terrorism, disaster management, law and human rights, resource allocation, critical infrastructure, social dimensions of risk, and international trade security. CRS's purpose is to adapt and develop risk and decision methods for analyzing these issues, conduct critical reviews of existing security plans, and assist private and governmental entities in planning and policy development. The domain of effort for the center includes expanding the scope of risk assessments to include security issues, developing methods to evaluate the trade-offs inherent in decisions about security, examining human-response aspects of planning and design of security programs, and assuring that democratic values and institutions are utilized in security planning.
- **The Jeanne X. Kasperson Research Library** offers one of the most extensive collections in North America of research materials on natural and technological hazards and environmental change. The library's collection, developed over the past two decades, now houses more than 20,000 volumes, including books, technical reports and government documents. Approximately 50 percent of the collection is bibliographically retrievable via the Internet, and the remainder is retrievable on site via internal databases. Holdings also include in excess of 1,500 hearings and reports of the U.S. Congress, 600 reports of the U.S. General Accounting Office, and over 2,000 specific articles on development. In addition, the Library receives some 300 journals, newsletters and other periodicals. The Jeanne X. Kasperson Research Library also regularly obtains and catalogs a wide range of publications on relevant subjects from international, national and subnational institutions.

## Major, Minors and Special Programs



### Bookmark it! [www.clarku.edu/catalog](http://www.clarku.edu/catalog)

For the most up-to-date academic catalog information, visit Clark's interactive online catalog at [www.clarku.edu/catalog](http://www.clarku.edu/catalog). This user-friendly online version of the academic catalog is updated before each registration with the latest information and descriptions of new courses. Plus, you can easily link from the online catalog to faculty bios, program Web pages and other expanded information.

### Helpful Information

**Undergraduate-Level Courses** are numbered 001-299.

**Graduate-Level Courses** are numbered 300 and above.

**Course Descriptions** are listed in the course's home program/ department. The following key lists Clark's course prefix codes (letter codes) and the corresponding home program/department that you should reference for the course description. For example, the course description for FREN101 Elementary French can be found in Foreign Languages and Literatures.

### Course Code Prefixes and corresponding home program/department

<b>ACCT</b>	Management
<b>ARTH</b>	Art History and Criticism
<b>ARTS</b>	Studio Art
<b>AS</b>	Asian Studies
<b>ASTR</b>	Physics
<b>BCMB</b>	Biochemistry and Molecular Biology
<b>BINF</b>	Bioinformatics
<b>BIOL</b>	Biology
<b>CHEM</b>	Chemistry
<b>CHIN</b>	Foreign Languages and Literatures, Chinese
<b>CLAS</b>	Ancient Civilization
<b>CMLT</b>	Comparative Literature
<b>COM</b>	Management
<b>COMM</b>	Communication and Culture
<b>CSCI</b>	Computer Science
<b>ECON</b>	Economics
<b>EDUC</b>	Education
<b>EN</b>	Environmental Science and Policy, IDCE
<b>ENG</b>	English
<b>FIN</b>	Management
<b>FREN</b>	Foreign Languages and Literatures, French
<b>GEOG</b>	Geography
<b>GERM</b>	Foreign Languages and Literatures, German
<b>GES</b>	Geography
<b>GOVT</b>	Government and International Relations
<b>HCM</b>	Management
<b>HEBR</b>	Foreign Languages and Literatures, Hebrew
<b>HIST</b>	History
<b>ID</b>	International Development and Social Change, IDCE
<b>IDCE</b>	International Development, Community and Environment (IDCE)



<b>IDND</b>	Interdepartment; No department
<b>JAPN</b>	Foreign Languages and Literatures, Japanese
<b>JS</b>	Jewish Studies
<b>LAS</b>	Law and Society
<b>LAT</b>	Foreign Languages and Literatures, Latin
<b>MKT</b>	Management
<b>MATH</b>	Mathematics
<b>MGMT</b>	Management
<b>MIS</b>	Management
<b>MUSC</b>	Music
<b>OM</b>	Management
<b>PHIL</b>	Philosophy
<b>PHYS</b>	Physics
<b>PSTD</b>	Peace Studies
<b>PSYC</b>	Psychology
<b>RER</b>	Race and Ethnic Relations
<b>SCRN</b>	Screen Studies
<b>SOC</b>	Sociology
<b>SPAN</b>	Foreign Languages and Literatures, Spanish
<b>STAT</b>	Management
<b>TA</b>	Theater Arts
<b>UDSC</b>	Urban Development and Social Change
<b>WS</b>	Women's Studies

## ANCIENT CIVILIZATION

### Program Faculty

Paul Burke, Ph.D., *Coordinator*

Everett Fox, Ph.D.

Michael Pakaluk, Ph.D.

Ivy Sun, M.A.

Rhys Townsend, Ph.D.

### Program Overview

The program in ancient civilization consists principally of courses in art history, classics, Jewish studies and philosophy. This interdisciplinary program covers the entire spectrum of ancient Mediterranean culture including Greek, Hebrew and Latin languages. By combining art history, Jewish studies and philosophy with what has been traditionally identified as classics (Greek and Latin language and literature), the Clark program in ancient civilization presents established disciplines in a stimulating and original configuration.

### Major Requirements

The purpose of the major is to supply students with a sound knowledge of the ancient Greco-Roman and Judaeo-Christian roots of Western civilization. Majors are expected to acquire a working knowledge of at least one of the principal languages of the ancient Mediterranean (Classical Greek, Hebrew or Latin); this ensures direct access to the culture, literature, philosophy and history of the ancient world. Majors are also eligible to apply for admission to the Intercollegiate Center for Classical Studies in Rome, where they can spend a semester studying classical literature and archaeology.

To graduate as an ancient civilization major, a student must earn a grade of C–or better in at least 10 courses in ancient civilization.

These courses must include:

1. At least two courses, from different departments, from among this group of foundation courses:  
ARTH110 Ancient Greek Art  
CLAS111 Roman Art and Architecture  
CLAS121 Introduction to Greek Culture  
HIST174 The Jewish Experience  
PHIL141 History of Ancient Greek Philosophy
2. At least one semester course at or above the intermediate level (language 103) in Greek, Hebrew or Latin.
3. A one-semester senior seminar, to be taken preferably during the second semester of the senior year, including a major research paper, arranged in consultation with at least two members of the program faculty by the end of the junior year.

### Ancient Civilization Minor

An interdepartmental minor in ancient civilization consists of a total of six courses listed below, or other courses approved for the minor by program faculty. These courses must include:

1. At least two courses, from different departments, from the group of foundation courses listed under “Major Requirements.”
2. At least two 200-level courses.

Students minoring in ancient civilization are strongly encouraged (but are not required) to study Latin, Greek or Hebrew for their remaining two courses.

### Courses

#### ARTH106 INTRODUCTION TO ARCHAEOLOGY

See Art History 106.

#### ARTH109 CLASSICAL MYTH AND THE GREEK

See Art History 109.

#### ARTH110 ANCIENT GREEK ART

See Art History 110.

#### ARTH114 ANCIENT CITIES AND SANCTUARIES

See Art History 114.

#### ARTH215 THE TEMPLE BUILDERS: ARCHITECTURE IN ANCIENT GREECE

See Art History 215.

#### ARTH219 SEMINAR IN ANCIENT ART: PORTRAITS AND REPRESENTATION IN THE ANCIENT WORLD

See Art History 219.

#### CLAS111 ROMAN ART AND ARCHITECTURE/LECTURE, DISCUSSION

Surveys artistic and architectural accomplishments of ancient Rome and the Roman Empire, beginning with the origins of Rome in Bronze Age central Italy. Studies Roman relations with Etruscans, Greeks and other non-Latin-speaking peoples as manifested in Roman art and architecture. Examines effects of Judaeo-Christian values on the formerly pagan Empire, appearance of a Christian Roman government and development of distinctively Christian forms of Roman art and architecture. Mr. Burke/Offered periodically



**CLAS124 INTRODUCTION TO CLASSICAL MYTHOLOGY/LECTURE, DISCUSSION**  
Studies English translations of ancient Near Eastern, Greek and Roman literary text (along with some modern ones) to understand the function of myth in Greco-Roman antiquity as a vehicle for artistic communication and social commentary. Emphasizes influence of ancient mythology on later European culture, especially literature and art. Includes slide illustrations. Mr. Burke/Offered every other year

**CLAS150 JERUSALEM IN HISTORY AND IMAGINATION/LECTURE, DISCUSSION**  
See Jewish Studies 150.

**CLAS157 THE AGE OF NERO/FIRST YEAR SEMINAR**  
Studies the first century of Roman Imperial society, particularly the reign of the emperor Nero (54-68 AD/CE). Emphasizes historical, social and cultural results of consolidation of totalitarian rule in Rome, a form of government that dominated the Mediterranean world and most of Europe for four centuries. Mr. Burke/Offered periodically

**CLAS262 JEWS AND CHRISTIANS IN THE ANCIENT WORLD**  
A historical and cultural survey of the complex and tumultuous period between foundations of the Roman Empire and the sixth century A.D., when medieval culture was established in Europe. Studies the struggle between pagan or classical modes of thought and Judaeo-Christian beliefs and values, and the assimilation of each in the other; and the tension within the Christian movement between spiritual and practical concerns as the new religion came to dominate Western culture. Mr. Burke/Offered every other year

**CLAS267 RELIGIOUS EXPERIENCE IN THE ANCIENT WORLD/LECTURE, DISCUSSION**  
Studies religious experience available to people of the ancient Mediterranean from approximately the time of Homer to the official acceptance of Christianity by Roman Imperial government. Includes: nature of polytheist gods, prophecy and oracles, conversion and spread of religious belief, Jewish and Christian monotheism, evil in ancient religious thought and the rise of Christianity. Mr. Burke/Offered every other year

**GRK101 INTRODUCTORY GREEK I, II/LECTURE, DISCUSSION**  
See Greek 101.

**GRK299 SUPERVISED READING IN PHILOSOPHICAL GREEK**  
See Greek 299.

**LAT101 INTRODUCTORY LATIN**  
See Latin 101.

**LAT103 INTERMEDIATE LATIN**  
See Latin 103.

**LAT299 SUPERVISED READING IN PHILOSOPHICAL LATIN**  
See Latin 299.

**LAT299.1 DIRECTED READING IN LATIN LITERATURE**  
See Latin 299.1.

## BIOCHEMISTRY AND MOLECULAR BIOLOGY

### Program Faculty

David Thurlow, Ph.D., *Program Director*  
Frederick T. Greenaway, Ph.D.  
David S. Hibbett, Ph.D.  
Shuanghong Huo, Ph.D.  
Denis Laroche, Ph.D.  
Thomas J. Leonard, Ph.D.  
Timothy Lyerla, Ph.D.  
Donald Nelson, Ph.D.  
Deborah Robertson, Ph.D.  
Justin Thackeray, Ph.D.

### Emeriti Faculty

John J. Brink, Ph.D.

### Program Overview

The biochemistry and molecular biology program offers an interdisciplinary major that draws on the faculty and course resources of the departments of biology and chemistry. Designed to provide students with an in-depth exploration of an area of science that is perhaps the most exciting and actively growing of any today, the program is suitable for students who want to pursue graduate studies in the area; enter medical school with a strong background in basic science; or take laboratory or other science-related positions after graduation. Those wishing to major in biochemistry and molecular biology must select an adviser within the program and file a plan of study with the program director.

### Major Requirements

Students first obtain a solid grounding in biology, chemistry, physics, and calculus and then take biochemistry, a yearlong course sequence that covers our current understanding of the field. After that, there is a choice between two tracks, or alternative ways to complete the major, depending on the individual's interests.

The core curriculum consists of the following required courses:

- Introduction to Calculus (MATH120 and 121 or 124 and 125)
- Introduction to Physics (PHYS110 and 111 or 120 and 121)
- Introductory Chemistry (CHEM101 and 102)
- Introduction to Biology (BIOL101 and 102)
- BIOL118 Genetics
- BIOL137 Cell Biology or BIOL109 Microbiology
- Organic Chemistry (CHEM131 and 132)
- BCMB264 Biophysical Chemistry
- Biochemistry I and II (BCMB271 and 272)

The student will also complete one of the following two groups of courses, emphasizing either biochemistry or molecular biology:

Courses required for the biochemistry track:

- BCMB144 Bioanalytical Chemistry
- BCMB275 Protein Chemistry or CHEM235 Natural Products

Courses required for the molecular biology track:

- BCMB228 Molecular Genetics
- BIOL231 Recombinant DNA



Students must also complete two additional courses related to biochemistry and molecular biology, which do not satisfy requirements for other majors. This requirement may be satisfied with any of the program offerings, a directed research course, any biology or chemistry course in the list above (and not already used to fulfill a requirement), or other biology or chemistry courses approved by the adviser.

### Honors Program

A student interested in the honors program should contact the program faculty member with whom the student would like to do research and then apply in writing to the program director for admission. A "B" average is required. In addition to the program requirements, honors candidates must:

- Carry out a research project under the supervision of a faculty member in the biochemistry and molecular biology program.
- Submit an honors thesis or publication based on the research project.
- Present the research results in a public seminar.

Students are encouraged to begin their research in the summer following the junior year, if not earlier.

### Biochemistry and Molecular Biology Minor

The requirements for a minor in biochemistry and molecular biology are:

- BCMB271 Biochemistry I and BCMB272 Biochemistry II
- Two additional related courses, neither of which may be used to satisfy requirements for other majors, minors or concentrations.

### Courses

#### BCMB109 MICROBIOLOGY/LECTURE, LABORATORY

See Biology 109.

#### BCMB144 BIOANALYTICAL CHEMISTRY/LECTURE, LABORATORY

Presents both theoretical and practical aspects of quantitative analysis as they apply to biological macromolecules—proteins and nucleic acids. Topics include statistical procedures for evaluating analytical data; equilibrium theory; titrimetric, spectroscopic and electrochemical methods of analysis; chromatographic and electrophoretic methods; and kinetic methods of analysis. The laboratory component of the course will emphasize accurate and precise data collection and various computational approaches to data analysis. A significant portion of the laboratory phase of the course will be devoted to carrying out a group research project, such as the isolation and partial characterization of a new protein from a novel biological source. Prerequisite: CHEM271. Mr. Nelson/Offered every other year

#### BCMB228 MOLECULAR GENETICS/LECTURE, SEMINAR

Explores recent discoveries in the molecular genetics of prokaryotes and eukaryotes, with emphasis on new findings related to catalytic activities of RNA. Topics include: protein synthesis, RNA transcription, gene regulation, RNA splicing, catalytic RNA and origins of living systems. Intended primarily for seniors and graduate students. Prerequisite: BCMB271 or BIOL118 or permission of instructor. Mr. Thurlow/Offered every year

#### BCMB252 BIOINORGANIC CHEMISTRY/LECTURE

Discusses the chemistry of metals in biological systems and models of these systems. The introductory material introduces general principles and theories of biochemistry and inorganic chemistry, as well as metal ion and drug transport in biological systems. This is followed by an introduction to physical techniques used in studying metalloproteins. The major part of the course discusses the application of these principles and methods to a wide range of metallobiological systems. Prerequisite: permission of the instructor. Mr. Greenaway/Offered periodically

#### BCMB264 BIOPHYSICAL CHEMISTRY/LECTURE, LABORATORY

Emphasizes the physical chemistry of biological macromolecules—proteins and nucleic acids. Covers the basic laws of thermodynamics, molecular thermodynamics (including aspects of modeling macromolecular structure, molecular mechanics and molecular dynamics simulations), statistical thermodynamics, x-ray and NMR structure determination, light scattering by macromolecules, kinetics quantum mechanics and spectroscopy, and solution behavior of macromolecules. The laboratory sessions are split between "wet" macromolecular chemistry and computational projects. Prerequisite: BCMB271 or permission of instructor. Mr. Nelson/Offered every other year

#### BCMB271 BIOCHEMISTRY I/LECTURE, LABORATORY

A comprehensive survey of biochemistry and molecular biology, including protein structure, enzyme kinetics, membrane structure, DNA structure, replication, transcription and translation. The laboratory introduces basic techniques including safe use of radioisotopes, isolation of proteins, purification of enzymes, enzyme kinetics, gel electrophoresis, column chromatography and DNA isolation and characterization. Prerequisite: CHEM102 and BIOL102. Mr. Nelson and Mr. Thackeray/Offered every year

#### BCMB272 BIOCHEMISTRY II/LECTURE

A comprehensive survey of the carbohydrates, energy metabolism and metabolic biochemical pathways. Topics include glycolysis, TCA cycle, oxidative and photosynthetic phosphorylation, catabolism and anabolism. The discussion section reviews articles from the literature on recombinant DNA, signal transduction and other current topics. Prerequisite: CHEM132 and BCMB271. Mr. Thurlow/Offered every year

#### BCMB275 PROTEIN CHEMISTRY/LECTURE

Presents an in-depth view of protein structures and molecular properties, and discussions of how structure and properties are inextricably linked to biological function. Topics discussed include: chemical properties of polypeptides, biosynthesis of proteins, posttranslational modifications, evolutionary and genetic origins of protein sequences, physical interactions that determine the properties of proteins, the folded conformations of proteins, proteins in solution and in membranes, interaction of proteins with other molecules, enzyme catalysis and protein degradation. This course has a computational component, which will provide students with hands-on learning experience using sophisticated molecular modeling/molecular mechanics software packages on a selected protein system. These projects will utilize in-house software packages as well as other programs accessed over the Internet. Prerequisite: BCMB271 or permission of instructor. Mr. Nelson/Offered every other year



**BCMB297 HONORS**

Departmental honors in biochemistry and molecular biology requires laboratory research, a thesis and a seminar. Staff/Offered every semester

**BCMB298 INTERNSHIP**

Internships are arranged through the Career Services Office. Students may register under BCMB298 provided that the Clark internship supervisor is a member of the Biochemistry and Molecular Biology program. Staff/Offered every semester

**BCMB299 DIRECTED STUDY**

Individual investigations involving laboratory research under the direction of a professor or advanced readings in the scientific literature. Offered for variable credit. Prerequisite: permission of instructor. Staff/Offered every semester

**BCMB328 MOLECULAR GENETICS/LECTURE, SEMINAR**

See Biochemistry and Molecular Biology 228.

**BCMB352 BIOINORGANIC CHEMISTRY/LECTURE**

See Biochemistry and Molecular Biology 252.

**BCMB364 BIOPHYSICAL CHEMISTRY/LECTURE, LABORATORY**

See Biochemistry and Molecular Biology 264.

**BCMB371 BIOCHEMISTRY I/LECTURE, LABORATORY**

See Biochemistry and Molecular Biology 271.

**BCMB372 BIOCHEMISTRY II/LECTURE**

See Biochemistry and Molecular Biology 272.

**BCMB375 PROTEIN CHEMISTRY/LECTURE**

See Biochemistry and Molecular Biology 275.

**BIOL231 RECOMBINANT DNA/LECTURE, LABORATORY**

See Biology 231.

**BIOL328 MOLECULAR GENETICS/LECTURE, SEMINAR**

See Biochemistry and Molecular Biology 228.

**CHEM273 PRINCIPLES OF MOLECULAR MODELING**

See Chemistry 273.

**CHEM279 COMPUTER BIOCHEMISTRY**

See Chemistry 279.

**BIOLOGY****Program Faculty**

Susan Foster, Ph.D., *Chair*

David S. Hibbett, Ph.D.

Linda Kennedy, Ph.D.

Denis Larochelle, Ph.D.

Thomas J. Leonard, Ph.D.

Todd Livdahl, Ph.D.

Timothy Lyerla, Ph.D.

Deborah Robertson, Ph.D.

Justin Thackeray, Ph.D.

Nicholas Thompson, Ph.D.

**Adjunct Faculty**

Halina Brown, Ph.D.

Frederick T. Greenaway, Ph.D.

Stanley Herwitz, Ph.D.

Donald Nelson, Ph.D.

David Thurlow, Ph.D.

Research Faculty

John Baker, Ph.D.

**Emeriti Faculty**

Vernon Ahmadjian, Ph.D.

John J. Brink, Ph.D.

Joseph C. Curtis, Ph.D.

H. William Johansen, Ph.D.

John T. Reynolds, Ph.D.

**Program Overview**

The department offers courses that prepare students for work and advanced study in the biological and biomedical sciences; provides support for other programs within the University that require students to obtain a background in one or more subfields of biology; and meets the needs of nonscience majors who wish to integrate the perspectives of the science of biology into a liberal-arts curriculum. The major in biology is especially suitable for students who intend to go on to professional schools in the health sciences or graduate work in a variety of subfields of the biological sciences.

The department provides a curriculum for students wishing to optimize their breadth of exposure to the field as a whole. The department encourages students to identify an area to emphasize within biology and to plan a sequence of courses that will provide depth of exposure to the topics within that area, including a research experience, if possible.

The department offers two general curricula: one in cell and molecular biology and one in ecology and evolution. Prospective majors are urged to consult with an adviser selected from the department's faculty, especially to take advantage of opportunities to participate in ongoing research in the honors program, specialized research courses and internships.

Please note that the two-semester course, Introduction to Biology (BIOL101 and 102) is a prerequisite for all other courses in biology that will be used to meet the requirements for the major.



## Major Requirements

For all biology majors:

- 10 courses in biology, including BIOL101 and BIOL102 (see below)
- Two courses in chemistry (CHEM101 and CHEM102)
- Courses in mathematics to include a year of calculus MATH120 and 121, or MATH124 and 125, or one semester of calculus combined with BIOL106 Quantitative Methods in Biology; if Quantitative Methods in Biology is used to meet this requirement, it will not count toward the total of 10 required biology courses.
- Two additional courses in chemistry, geology, computer science, mathematics (at 120 level or higher) or physics. Courses applied to the major must be at the 100 level or above.
- Science and mathematics courses offered to meet the major requirements may not be taken with a pass option.

At least two of the 10 required biology courses must be at the 200 level or above, and no courses below the 100 level may be used to satisfy major requirements.

### Additional Requirements for the Generalized Biology Major

One course must be completed in each of the following three areas:

1. Molecular and Cell Biology, including BIOL118 Genetics, and BIOL137 Cell Biology
2. Organismal Diversity, including BIOL109 Microbiology, BIOL110 Botanical Diversity, BIOL112 Comparative Vertebrate Anatomy, BIOL140 Biology of the Brain, and BIOL180 Introduction to Fungal Biology
3. BIOL105 Ecology and Evolution, including Evolution, BIOL114 Marine Biology, BIOL216 Ecology, and BIOL220 Population Biology

### Recommended Curriculum for Cell and Molecular Biology

For students who wish to prepare for graduate studies in medicine or cell and molecular biology, education, or employment in biomedical research, the eight courses beyond BIOL101 and 102 should be structured as follows:

- BIOL137 Cell Biology and BIOL118 Genetics
- Two upper-level informational courses aimed at advancing understanding of cell and molecular processes, including CHEM228 Molecular Genetics, BIOL250 Immunology, BIOL221 Developmental Biology, BIOL234 Signal Transduction, BIOL238 Seminar in Cell Biology, and BIOL244 Biological Clocks.
- One course that develops research techniques: BIOL231 Recombinant DNA, BIOL219 Physiological Ecology of Marine Algae, BIOL229 Principles of Cell Culture, BIOL227 Somatic and Molecular Cell Genetics, BIOL254 Molecular Systematics and Evolution, BCMB271 Biochemistry, or BIOL299 Directed Study.
- A minimum of three elective courses in biology
- Capstone project: Students are urged to pursue course experiences that remove them from the traditional classroom setting. These may include directed study in faculty research laboratories, internships, or off-campus summer-research experiences.

Students should select these biology courses with the additional aim of completing courses in the three areas described above in the generalized biology major requirements. Students are encouraged to

fulfill the additional science course requirement of the generalized major with Organic Chemistry and Physics.

### Recommended Curriculum in Ecology and Evolution

For students who wish to prepare for work or advanced studies in ecology or evolutionary biology, the eight biology courses beyond BIOL101 and 102 should be structured as follows:

- BIOL105 Evolution
- Two courses that are primarily informational in content, aimed at describing a wide variety of aspects of the natural environment or evolution, including BIOL109 Microbiology, BIOL110 Introduction to Plant Diversity, BIOL112 Vertebrate Morphology, BIOL114 Marine Biology, BIOL180 Introduction to Fungal Biology, BIOL242 Animal Behavior
- Two courses with an analytical or theoretical orientation, including BIOL118 Genetics, BIOL135 Paradox of Animal Sociality, BIOL216 Ecology, BIOL220 Population Biology, BIOL232 Landscape Ecology, BIOL254 Molecular Evolution
- One course that develops research techniques: BIOL201 Ecology of Atlantic Shores, BIOL224 Ecology of Disease Vectors, BIOL219 Physiological Ecology of Marine Algae
- One seminar course: BIOL217 Ecology of Infectious Diseases, BIOL222 Community Ecology, BIOL223 Topics in Marine Biology, BIOL243 Seminar in Ecology, BIOL246 Biology of Symbiosis, BIOL252 Seminar in Mycology
- Capstone project: Students are urged to pursue course experiences that remove them from the traditional classroom setting. These include directed study in faculty research laboratories, internships, and summer or semester-long field courses.

### Prehealth Track for Biology Majors

For more information, visit the Biology Web site at [www.clarku.edu/departments/biology/undergrad/bioprehtmlth.shtml](http://www.clarku.edu/departments/biology/undergrad/bioprehtmlth.shtml)

### Honors Program

Well-qualified upper-division majors are eligible for admission to a program that can lead to a bachelor of arts degree with honors. A candidate for honors must meet all requirements of the major, maintain a 3.0 grade-point average, complete an independent research project under the direction of a departmental faculty member, prepare an acceptable thesis and pass a final comprehensive examination. The criteria for admission to the honors program are outlined in material available from the department.

### Biology Minor

The requirements for a minor in Biology are:

1. BIOL101 and 102 Introductory Biology
2. Four additional courses spanning at least two of the three subject categories set out in the Generalized Biology Major. A selection of appropriate courses in each designation is listed in the description of the major, but students are not restricted to selecting from this list. At least one of the four must be at the 200 level and none can be below the 100 level. All students wishing to complete a minor must select courses, receive approval from their biology faculty adviser and declare the minor by the end of the junior year, although earlier is recommended.



## Accelerated Degree Program

Biology offers an accelerated B.A./Master's degree program to eligible students. For more information, visit <http://www.clarku.edu/accelerate>.

## Graduate Program

The department offers course work leading to the doctor of philosophy in biology. The department has two foci for graduate emphasis: molecular and cell biology or ecology and evolution.

Students applying for admission must demonstrate adequate preparation in the basic sciences, an overall undergraduate record of B– or better, and satisfactory scores on the Graduate Record Examination (and TOEFL for International Students). Tuition scholarships and research and teaching assistantships are available to qualified students. Further information can be obtained from the department or our Web site at [www.clarku.edu/departments/biology](http://www.clarku.edu/departments/biology).

## Courses

### BCMB271 BIOCHEMISTRY I/LECTURE, LABORATORY

See Biochemistry and Molecular Biology 271.

### BCMB272 BIOCHEMISTRY II/LECTURE

See Biochemistry and Molecular Biology 272.

### BIOL040 BRAIN AND ENVIRONMENT/FIRST-YEAR SEMINAR

This seminar is a laboratory-focused course on how we use specialized systems in our brains to find out about our environment. The class as a group will conduct original research on unsolved problem in human sensory physiology: how we detect and identify a food substance as “sweet.” We will review the known anatomy and physiology of the brain system for taste and discuss how systems for seeing, hearing, smelling and touching are similar. Then we will consider recent research on the problem of sweet taste, work out the details of our experimental design, test a group of human subjects, and analyze and interpret the data. Each student will write a final paper reporting the research in the style of a scientific journal article. Enrollment is limited to 12 students. A high-school chemistry background is recommended. Fulfills the Science Perspective. Ms. Kennedy

### BIOL084 BIODIVERSITY/LECTURE, LABORATORY

Students will explore the diversity of life on earth and the mechanisms by which this diversity is thought to have been generated. The implications of loss of biodiversity will be considered, as well as the causes of biodiversity decline. Conservation issues will be addressed. Fulfills the Science Perspective. Not for biology majors. Ms. Foster and Mr. Hibbett/Offered alternate years

### BIOL100 INTRODUCTORY BIOLOGY/FIRST-YEAR RESEARCH SEMINAR

Research seminar restricted to first-year students. Course includes a semester-long research project on molecular ecology of fungi, which combines field work, molecular biology and bioinformatics methods. Lectures will provide an introduction to general principles of genetics and evolution. Satisfies BIOL101 requirement for the biology major and fulfills the Science Perspective. Prerequisites: Score of 4 or 5 on AP Biology test or permission of the instructor.

### BIOL101 INTRODUCTION TO BIOLOGY I/LECTURE, LABORATORY

### BIOL102 INTRODUCTION TO BIOLOGY II/LECTURE, LABORATORY

This two-semester course is designed with three goals in mind: (1) to provide students with an understanding of the unifying themes in modern biology, (2) to introduce students to the diversity of life forms at all levels of organization, and (3) to illustrate the methods and

modes of scientific inquiry in the biological sciences. The emphasis is on cellular and molecular biology during one semester and organismic and evolutionary biology during the other semester. Both semesters must be completed before a student can enroll in advanced courses offered to satisfy the requirements of the biology major. Qualified students must obtain approval from the chair of the department to have this requirement waived. Staff/Offered in sequence every year

### BIOL105 EVOLUTION/LECTURE, LABORATORY, DISCUSSION

An introduction to the mechanisms and patterns of evolutionary change during the earth's history. Although this course will briefly survey the major evolutionary events that have occurred since life first evolved, the emphasis will be on mechanisms of evolutionary change (e.g. mutation, natural selection, genetic drift and gene flow) and resultant patterns (e.g. phylogenetic pattern, coevolution, stasis, adaptive radiation). Prerequisites: BIOL101 and 102. Ms. Foster/Offered every year

### BIOL106 QUANTITATIVE METHODS IN BIOLOGY/LECTURE, LABORATORY

An introduction to mathematical and statistical methods that are most useful to biologists, this course provides skills that are useful in organizing and summarizing data, graphic methods of data presentation, and testing hypotheses based on experimental results. Key mathematical methods for describing biological phenomena are included, along with basic techniques for identifying differences among groups and relationships among variables. This course may be used by biology majors to fulfill part of their mathematics requirement. Alternatively, it may be counted among the required 10 biology courses for the major. Prerequisites: BIOL101, BIOL102, and one semester of calculus (MATH120 or MATH124). Mr. Livdahl/Offered every year

### BIOL107 NUTRITION AND HEALTH

Nutrition and Health is an introduction to the study of nutrition. There are no college-level science prerequisites, but some concepts from various biological sciences will be introduced as necessary to enhance your understanding of nutrition. The intent of Nutrition and Health is to give you tools you can use in your life to help you make better food choices. Available for credit for biology majors. Mr. Leonard/Offered every year

### BIOL109 MICROBIOLOGY/LECTURE, LABORATORY

Introduces the fundamental principles and methods of microbiology with applications to the biomedical and environmental sciences. Emphasis is on bacteriology. Prerequisites: BIOL101, BIOL102 and CHEM102; or permission of instructor. Mr. Leonard/Offered every year

### BIOL110 INTRODUCTION TO BOTANICAL DIVERSITY/LECTURE, LABORATORY

Biodiversity and structure of plants, protists and fungi are examined in a phylogenetic context. The evolution of photosynthetic mechanisms, transport systems and nutritional modes are considered, as are the ecological and economic significance of plants and other organisms traditionally studied by botanists. Prerequisites: BIOL101 and 102. Mr. Hibbett/Offered every year

### BIOL111 BASIC HUMAN ANATOMY/LECTURE, LABORATORY

An introduction to the anatomy of organs and organ systems in the human, including the skeletal, muscle, circulatory, digestive, urogenital, respiratory and nervous systems, along with the sense organs. The laboratory uses the cat as the model for the human organs and organ systems, which requires dissection of preserved, latex-injected specimens, and includes the human skeletal system. Mr. Lyerla/Offered every year



**BIOL112 COMPARATIVE VERTEBRATE ANATOMY/LECTURE, LABORATORY**

A review of the morphology of the vertebrates with emphasis on evolution from fishes to mammals. Anatomical analyses of organ systems are stressed. Prerequisites: Introductory Biology at the college level. Mr. Lyerla/Offered every year

**BIOL114 MARINE BIOLOGY/LECTURE, FIELD TRIPS**

Introduces the diversity and ecology of life in the oceans. Studies of basic physical oceanography and marine ecology precede studies of marine ecosystems such as salt marshes, kelp forests, rocky shores plankton and deep seas. Also included are the relationships of marine biology to the welfare of mankind. Prerequisites: BIOL101 and 102. Ms. Robertson/Offered every year

**BIOL118 GENETICS/LECTURE, LABORATORY**

Investigates the nature of genes and their role in governing heredity in both prokaryotes and eukaryotes. Includes the principles of gene transmission, the nature of gene and chromosomal mutation, principles of gene mapping. Some aspects of molecular genetics and mechanisms of gene expression will be discussed, but are not a major part of the course. Additional topics include population and quantitative genetics, as well as the role of genes in behavior. Also includes an integrated laboratory that highlights many aspects of the lectures. Prerequisites: BIOL101 and 102. Mr. Thackeray/Offered every year

**BIOL135 THE PARADOX OF ANIMAL SOCIALITY/LECTURE, DISCUSSION**

See Psychology 135.

**BIOL137 CELL BIOLOGY/LECTURE, LABORATORY**

The cell as a functional unit is discussed from the molecular level to the whole cell. Included are introductions to the biochemistry and metabolic roles of some of the molecules and macromolecules that are found in cells. Also discussed are the evolution, structure and function of the various subcellular organelles and the cytoskeleton. Emphasis is placed on understanding the molecular mechanisms behind cell physiology and the experimental methods used to determine those mechanisms. Prerequisites: BIOL101 and 102. Mr. Larochelle/Offered every year

**BIOL140 BIOLOGY OF THE BRAIN/LECTURE, LABORATORY, DISCUSSION**

An introduction to the organization and function of the nervous system. Lectures focus on the human brain with reference to knowledge obtained from animal models. Includes basic information about the anatomical, physiological and chemical properties of the brain and how these properties enable us to perceive and move around in our environment. Laboratory/discussion sessions include demonstrations of nerve-cell signalling, testing of human reflexes and sensory perception, dissections, and discussion of issues that arise in modern neuroscience: understanding the relation between the mind and brain. Fulfills the Science Perspective. Prerequisites: BIOL101 or permission of instructor. Ms. Kennedy/Offered every year

**BIOL141 BRAIN AND BEHAVIOR/LECTURE, DISCUSSION**

An exploration of how specific neural systems are involved in various behaviors. Emphasizes first, systems where the relationships between brain and behavior are best understood, such as perception, motivation, mood, emotion, sleep and consciousness, language and attention. Second, information from the frontiers of neuroscience about how the biology of the brain changes as the result of the experiences of the individual, including mechanisms for learning and memory, is discussed. Prerequisite: BIOL140. Ms. Kennedy/Offered every year

**BIOL180 INTRODUCTION TO FUNGAL BIOLOGY/LECTURE, LABORATORY**

Introduces the diversity, ecology and evolution of fungi. Lectures emphasize morphological and ecological attributes of fungi and their significance to humans. Topics to be addressed include medical mycology, fungal symbioses and nutritional modes, and fungal physiology. Laboratories will provide experience in culturing fungi and manipulating life cycles in vitro. Field trips will provide opportunities to collect and observe fungi in their natural habitats. Prerequisites: BIOL101 and 102. Mr. Hibbett/Offered every other year

**BIOL201 ECOLOGY OF ATLANTIC SHORES/LECTURE, FIELD TRIP**

This course explores the ecology of marine organisms found in diverse Atlantic habitats, ranging from the rocky intertidal of New England to the coral reefs of Bermuda. The course includes lectures, field research, and a one-week trip to the Bermuda Biological Station for Research during semester break. Students must pay a fee (approximately \$1400) for the cost of lodging, meals and airfare to Bermuda. Prerequisites: BIOL101, 102. Recommended: BIOL114 or 216. Mr. Livdahl and Ms. Robertson/Offered every fall

**BIOL213 CARE AND USE OF LABORATORY ANIMALS/LECTURE, LABORATORY**

The use of laboratory animals for research is highly regulated in order to ensure the well-being of these subjects. Their use is essential for the continuing improvement and maintenance of human health. This course will cover the federal guidelines for the procedures for the care and handling of laboratory animals, how they are implemented and how they are regulated. Practical experience in the care and handling of mice, a representative laboratory animal, will be obtained through the laboratory portion of this course. Prerequisites: BIOL112 or BIOL140. Mr. Lyerla/Offered periodically

**BIOL216 ECOLOGY/LECTURE, LABORATORY**

Provides an overview of ecology as a scientific discipline. The primary emphasis is on efforts to explain and predict the distribution and abundance of organisms, how ecological communities are composed and why they vary in time and space. Prerequisites: one or more courses from the organismal biology group and one college-level math course. Mr. Livdahl/Offered every year

**BIOL217 ECOLOGY OF INFECTIOUS DISEASE/SEMINAR**

Explores the relationship between infectious disease agents and their hosts and how that interaction can effect changes in the abundance of host and pathogen populations. Factors that contribute to the occurrence and persistence of epidemics, the evolution of virulence and transmission and strategies for controlling epidemics will be considered using theoretical approaches and case studies of diseases affecting humans and other hosts. A wide spectrum of human diseases will be considered, including human pathogens of recent concern (examples include HIV, Lyme Disease, West Nile Virus) and of historic and continuing importance (e.g., schistosomiasis, bubonic plague, malaria, smallpox, yellow fever). Prerequisites: BIOL216 or BIOL220. Mr. Livdahl/Offered periodically

**BIOL218 GENETICS AND DISEASE/LECTURE, DISCUSSION**

Inherited disorders in humans. Consideration of methods and results of mapping and cloning disease genes in humans. Special topics include molecular pathology, genome projects and current trends in therapies for genetic disorders. Prerequisites: Genetics and Introductory Chemistry. Good familiarity of techniques in Recombinant DNA is essential. Mr. Lyerla/Offered every year



**BIOL219 PHYSIOLOGICAL ECOLOGY OF MARINE ALGAE/LECTURE, LABORATORY**

This course will introduce upper-division undergraduate and graduate students to algal diversity and the physiological ecology of marine algae. The course will include lectures, readings, discussions and laboratory research. Topics of discussion include evolution, biochemistry, molecular biology and physiology of photosynthetic cells. In the laboratory, students will learn various techniques including measurements of photosynthesis, determination of enzyme activity and methods used to examine gene expression. The topics and techniques covered in the course are readily applied to the physiology of a broad range of organisms. Prerequisites: BIOL101, BIOL102 and either BIOL110, BIOL118 or BIOL137. Ms. Robertson/Offered every spring

**BIOL220 POPULATION BIOLOGY/LECTURE**

Examines the properties that exist only at the population level, including schedules for birth and death, population growth patterns, spatial variation in abundance, genetic variation and the factors that modify these features over time. Prerequisites: BIOL118 and 216, or permission of instructor. Mr. Livdahl/Offered every other year

**BIOL221 DEVELOPMENTAL BIOLOGY/ LECTURE, LABORATORY**

Considers the fundamentals of development from the molecular level up to the organismal. Emphasis is placed on the major animal model systems. Prerequisites: BIOL137 or permission of instructor. Mr. Larochelle/Offered every year

**BIOL223 TOPICS IN MARINE BIOLOGY/LECTURE, SEMINAR**

Provides an opportunity to delve in-depth into selected topics in marine biology. Studies biological oceanography, marine ecology, marine coastal and open ocean communities, and relationships between humans and the sea. Limited to 15 students. Prerequisite: BIOL114. Ms. Robertson/Offered every other year

**BIOL224 ECOLOGY OF DISEASE VECTORS/LECTURE, LABORATORY**

This course provides a field-intensive, project-oriented exposure to the biology of arthropods that transmit disease, with particular emphasis on ecology of mosquitoes. Methods include quantitative sampling techniques, species identification based on morphology and DNA, detection of medically important viruses, and experimental approaches to understanding interactions among species. The primary aim for the group will be to track the course of mosquito invasions. We will process samples obtained from school groups throughout the Midwest and Mid-Atlantic States to track the progress of a mosquito introduced from Asia. We will examine in detail two invasions that are presently under way in Bermuda and conduct experiments on egg-laying behavior during a week-long field trip to Bermuda. Field trips will also include trips to wetlands and forests in New England. Students must pay a fee (approximately \$1400) for the cost of lodging, meals and airfare to Bermuda. Prerequisites include any of the following courses: BIOL216, BIOL217, BIOL220 or permission of instructor. Mr. Livdahl/Offered every year

**BIOL227 SOMATIC CELL AND MOLECULAR GENETICS/LECTURE, LABORATORY**

This course focuses on genetic manipulation of cultured vertebrate cells mainly through the introduction of foreign DNA. Topics include the use of somatic cell hybrids for gene mapping, the use of packaging cell lines for production of genetically modified retroviruses, and methods of DNA transfection in vertebrate cells. Available to upper-division undergraduate and all graduate students in the natural sciences. Prerequisites: BIOL229 recommended or some prior experience with cell culture methods. Mr. Lyerla/Offered every year

**BIOL228 MOLECULAR GENETICS/LECTURE, SEMINAR**

See Biochemistry and Molecular Biology 228.

**BIOL229 PRICIPLES OF CELL CULTURE/LECTURE, LABORATORY**

An introduction to the methods used for propagation and experimental investigations of cells derived from multicellular organisms. Topics to be covered include husbandry of established cell lines, preparation of media, cell-selection methods, cloning and production of cell lines. Prerequisites: BIOL229 Principles of Cell Culture or equivalent experience. Mr. Lyerla/Offered every year

**BIOL231 RECOMBINANT DNA/LECTURE, LABORATORY**

A laboratory-oriented course designed to introduce recombinant DNA methodology. Students undertake a semester-long project, which will vary each time the course is offered. A typical project might involve construction of a genomic library, isolation of specific clones from the library and characterization of these clones. Methods usually include DNA purification, Southern blot hybridization, restriction enzyme mapping, bacterial transformation, polymerase chain reaction (PCR) and DNA sequencing. Prerequisite: BIOL118 or permission of instructor. Mr. Thackeray/Offered every year

**BIOL232 LANDSCAPE ECOLOGY/LECTURE, DISCUSSION**

See Geography 232.

**BIOL234 SIGNAL TRANSDUCTION/LECTURE**

An advanced course exploring the various molecular and biochemical pathways through which cells communicate with themselves and the extracellular environment. Topics include protein phosphorylation, G-proteins, phospholipid metabolism, the action of oncogenes and several ionic signalling pathways. Both lectures and student presentations of papers culled from current literature. Prerequisite: BIOL137, or BIOL271 or permission of instructor. Mr. Larochelle and Mr. Thackeray/Offered periodically

**BIOL238 SEMINAR IN CELL BIOLOGY/SEMINAR**

Discussion based on research papers from the current literature, will be focused on an area in cell biology selected by the participants on the first day. The weekly readings will be selected by both the students and the faculty member. The scientific content, as well as the methodology will be discussed in detail. Prerequisites: BIOL137 or permission of the instructor. Mr. Larochelle/Offered every year

**BIOL240 HUMAN PHYSIOLOGY/LECTURE**

Introduces the principles underlying physiological function. Lectures cover the subcellular, cellular and organ levels of organization and place a primary emphasis on the integrative processes whereby all of the diverse organs and systems contribute to the performance of the complete individual. Prerequisites: BIOL137 or 271. Enrollment is normally restricted to juniors, seniors and graduate students. Ms. Kennedy/Offered every year

**BIOL242 ANIMAL BEHAVIOR/LECTURE, LABORATORY**

Examines the causes and evolution of the behavior of animals. The largest part of this course will focus on the adaptive value and evolution of behavioral patterns, but a general overview of behavioral development and causation will be provided to offer the necessary background for interpretation of the ultimate causes of behavior. Prerequisites: BIOL105 or 220 and permission of instructor. Ms. Foster/Offered even years



**BIOL243 SEMINAR IN EVOLUTION/SEMINAR**

Discussion of a topic in evolution selected by interested students the previous fall. Readings will be from original literature. The format will be a combination of lecture and discussion. Prerequisites: BIOL105 and 118 or 220. Permission of instructor required. Ms. Foster/Offered odd years

**BIOL244 BIOLOGICAL CLOCKS/DISCUSSION, LECTURE**

Every organism living at the surface of the Earth is exposed to daily, rhythmic changes in the environment. In response, an innate and well-conserved pacemaker has evolved that allows us to fit our physiology and behavior to this cycle. The course will introduce the fundamentals of how these circadian clocks (and clocks working at other time-scales) work at the molecular level, where they reside, how they exert their effects, and the effects the clock has on the whole organism. We will examine clocks in model organisms, as well as those in humans, and the relevance of biological clocks to human welfare. Prerequisite: BIOL118 Genetics, or BIOL137 Cell Biology, or permission of instructor. Mr. Thackeray/Offered periodically

**BIOL246 CANCER: SCIENCE AND SOCIETY/SEMINAR**

See Environmental Science and Policy 246.

**BIOL247 SENSORY PHYSIOLOGY/SEMINAR**

Discusses selected readings from classical and current research papers and books on principles and mechanisms of sensory function. Emphasis is on understanding and critically evaluating research that has been done, understanding the significance of the work in a particular reading to the field as a whole, and recognizing appropriate directions for future research in each problem area. Prerequisites: Biology 140 or 240. Ms. Kennedy/Offered every year

**BIOL252 SEMINAR IN MYCOLOGY/SEMINAR**

This course will treat selected topics in fungal biology, emphasizing molecular approaches to fungal ecology and evolutionary biology. Topics will vary from year to year and may include: ecology and evolution of fungal symbioses; molecular approaches to studies of fungal biodiversity; integration of fungal genomics and fungal ecology and evolutionary biology; and evolution of fungal nutritional modes and decay mechanisms. Undergraduates are welcome and will be graded separately from graduate students. Prerequisites: BIOL102 and permission. Mr. Hibbett/Offered periodically

**BIOL254 MOLECULAR SYSTEMATICS AND EVOLUTION/LECTURE, LABORATORY**

This course is designed for students who are interested in either molecular or evolutionary biology. Topics to be discussed include evolution of genes and genomes, methods used to estimate evolutionary relationships using molecular data, and applications of molecular data to general problems in biology. The course will include lectures, student-led discussions, laboratory projects using computer-based applications and presentations of these projects. Prerequisites: BIOL101, 102. Mr. Hibbett and Ms. Robertson/Offered every other spring

**BIOL256 BIOLOGY OF SYMBIOSIS/LECTURE, LABORATORY**

This course focuses on the ecological and evolutionary aspects of symbioses, the intimate associations among different species that are ubiquitous in nature. Examples of symbioses include lichens, corals and pollination syndromes. Lectures introduce general theory regarding evolution and ecology of symbioses, and student-led discussions are based on primary research articles focusing on specific systems. Mr. Hibbett/Offered every other year

**BIOL297 HONORS IN BIOLOGY**

Readings and research for students in the honors program. Staff/Offered every year

**BIOL298 INTERNSHIP**

Independent research at off-campus sites for the purpose of broadening the backgrounds of qualified students. Each internship is guided by an on-site professional and a department faculty member. Staff/Offered every year

**BIOL299 DIRECTED STUDY**

Advanced readings or research under the direction of a department faculty member. Prerequisite: permission of instructor. Staff/Offered every year

**BIOL301 ECOLOGY OF ATLANTIC SHORES/LECTURE, FIELD TRIP**

See Biology 201.

**BIOL302 APPLIED ECOLOGY/LECTURE, FIELD TRIP**

See IDCE30288.

**BIOL313 CARE AND USE OF LABORATORY ANIMALS/LECTURE, LABORATORY**

See Biology 213.

**BIOL316 ECOLOGY/LECTURE, LABORATORY**

See Biology 216.

**BIOL317 ECOLOGY OF INFECTIOUS DISEASE/SEMINAR**

See Biology 217.

**BIOL318 GENETICS AND DISEASE/LECTURE, DISCUSSION**

See Biology 218.

**BIOL320 POPULATION BIOLOGY/LECTURE**

See Biology 220.

**BIOL321 DEVELOPMENTAL BIOLOGY/ LECTURE, LABORATORY**

See Biology 221.

**BIOL322 PHYSIOLOGICAL ECOLOGY OF MARINE ALGAE/LECTURE, LABORATORY**

See Biology 219.

**BIOL323 TOPICS IN MARINE BIOLOGY/LECTURE, SEMINAR**

See Biology 223.

**BIOL324 ECOLOGY OF DISEASE VECTORS/LECTURE, LABORATORY**

See Biology 224.

**BIOL327 SOMATIC CELL AND MOLECULAR GENETICS/LECTURE, LABORATORY**

See Biology 227.

**BIOL328 MOLECULAR GENETICS/LECTURE, SEMINAR**

See Biochemistry and Molecular Biology 228.

**BIOL329 PRICIPLES OF CELL CULTURE/LECTURE, LABORATORY**

See Biology 229.

**BIOL331 RECOMBINANT DNA/LECTURE, LABORATORY**

See Biology 231.

**BIOL332 LANDSCAPE ECOLOGY/LECTURE, DISCUSSION**

See Geography 232.

**BIOL334 SIGNAL TRANSDUCTION/LECTURE**

See Biology 234.

**BIOL338 SEMINAR IN CELL BIOLOGY/SEMINAR**

See Biology 238.

**BIOL340 HUMAN PHYSIOLOGY/LECTURE**

See Biology 240.



**BIOL342 ANIMAL BEHAVIOR/LECTURE, LABORATORY**

See Biology 242.

**BIOL343 SEMINAR IN EVOLUTION/SEMINAR**

See Biology 243.

**BIOL344 BIOLOGICAL CLOCKS/DISCUSSION, LECTURE**

See Biology 244.

**BIOL347 SENSORY PHYSIOLOGY/SEMINAR**

See Biology 247.

**BIOL350 GRADUATE RESEARCH SEMINAR**

Invited lecturers present seminars on varied research topics. Required for all graduate students. Offered for variable credit. Staff/Offered every semester

**BIOL351 IMMUNOLOGY/LECTURE, DISCUSSION**

See Biology 250.

**BIOL352 SEMINAR IN MYCOLOGY/SEMINAR**

See Biology 252.

**BIOL354 MOLECULAR SYSTEMATICS AND EVOLUTION/LECTURE, LABORATORY**

See Biology 254.

**BIOL356 BIOLOGY OF SYMBIOSIS/LECTURE, LABORATORY**

See Biology 256.

**BIOL396 MASTER'S THESIS**

Offered for variable credit. Staff/Offered every year

**BIOL397 DOCTORAL DISSERTATION**

Offered for variable credit. Staff/Offered every year

**BIOL398 INTERNSHIP**

Offered for variable credit. Staff/Offered every year

**BIOL399 DIRECTED STUDY**

Offered for variable credit. Staff/Offered every year

**EN241 RISK ASSESSMENT IN ENVIRONMENTAL TOXICOLOGY/LECTURE**

See Environmental Science and Policy 241.

**IDCE30287 FUNDAMENTALS OF ENVIRONMENTAL SCIENCE AND ENGINEERING/SEMINAR**

See Community Planning and Development 30287.

**PSYC226 RESEARCH IN BIOACOUSTICS/LABORATORY, DISCUSSION**

See Psychology 226.

**CHEMISTRY****Program Faculty**

Mark Turnbull, Ph.D., *Chair*

Daeg Brenner, Ph.D.

Karen Erickson, Ph.D.

Frederick T. Greenaway, Ph.D.

Shuanghong Huo, Ph.D.

Alan Jones, Ph.D.

Donald Nelson, Ph.D.

Luis Smith, Ph.D.

David Thurlow, Ph.D.

**Emeriti Faculty**

Harry C. Allen Jr., Ph.D.

Edward N. Trachtenberg, Ph.D.

Wen-Yang Wen, Ph.D.

**Program Overview**

The Chemistry Department offers an undergraduate program with the following goals in mind:

- to provide a variety of course offerings that are consistent with the accreditation requirements of the American Chemical Society;
- to offer a program that will prepare students for graduate work in chemistry and related fields;
- to provide a strong scientific background for students planning careers in health-related professions;
- and to encourage students not majoring in science to obtain an overview of the impact of science on society.

The department offers two tracks leading to a B.A. in chemistry. The requirements for the two tracks are designed to allow students to choose their course work depending upon their ultimate career goals.

**Major Requirements**

All students in either track (Standard and ACS-Certified) must complete two courses in calculus (either MATH120 and 121, or MATH124 and 125) and two courses in physics (either PHYS110 and 111, or preferably PHYS120 and 121).

In addition:

**ACS-Certified Track**

Students must complete 11 courses in chemistry, including:

- CHEM101 Introductory Chemistry I
- CHEM102 Introductory Chemistry II
- CHEM131 Organic Chemistry I
- CHEM132 Organic Chemistry II
- CHEM142 Environmental Chemistry or CHEM144 Bioanalytical Chemistry
- CHEM250 Inorganic Chemistry
- CHEM260 Physical Chemistry I
- CHEM262 Physical Chemistry II or CHEM264 Biophysical Chemistry
- CHEM271 Biochemistry

The remaining two-course requirement is normally satisfied by advanced chemistry courses, one of which may be directed research or honors. Instead of CHEM271, the student may substitute BCMB144



Bioanalytical Chemistry and BCMB264 Biophysical Chemistry, in which case they will need an additional elective because BCMB144 and BCMB264 satisfy core (not elective) requirements. On rare occasions, with advanced permission from the department, the student may substitute one advanced-level course in computer science, mathematics, physics or biology.

### **Standard Track**

Students must complete 10 courses in chemistry including:

- CHEM101 Introductory Chemistry I
- CHEM102 Introductory Chemistry II
- CHEM131 Organic Chemistry I
- CHEM132 Organic Chemistry II
- CHEM142 Environmental Chemistry or CHEM144 Bioanalytical Chemistry
- One semester of Physical Chemistry (either CHEM260, 262 or 264)

The remaining four courses must be advanced-level chemistry courses (200 or higher) and at least two of them must have laboratory sections. One course may be directed research.

The ACS-certified track meets the entrance requirements for graduate study in chemistry and is recommended for those students with a strong interest in chemistry and a desire for a profession in the chemical sciences. The standard track offers more latitude in course selection and is appropriate for those students with an interest in chemistry, but who plan to continue in one of the health professions (medical, dental or veterinary school), public-school teaching, technical sales, etc.

The requirements for the first two years are identical, so students do not need to make a final decision on which track to follow until the end of their sophomore year, but are encouraged to discuss career plans with members of the department early to make the most appropriate choice.

A student may elect as his or her first course in chemistry: CHEM010, 080 101, 102 or 131. Science majors normally begin with CHEM101. The decision to begin with either CHEM102 or 131 must be made in consultation with the department and may require taking a placement examination offered at the beginning of each semester. The department encourages students with two or more years of high-school chemistry to consider this option as it allows time for additional electives in the junior and senior years. The department publishes an undergraduate handbook, *Chemistry at Clark*, which provides additional information. Copies are available in the department office.

Students planning graduate study in chemistry are strongly urged to take CHEM270, 231 and/or additional advanced courses in mathematics, physics and biochemistry. All majors are encouraged to undertake independent research projects as a candidate for honors, directed study or through one of the department's summer-research fellowships, and are eligible to do so following completion of CHEM102.

### **Honors Program**

An honors program is offered for highly qualified and motivated majors. Students who want to enter this program must apply in writing to the department chairman prior to the beginning of their senior year. Participants are required to engage in an independent research project, participate in the department seminar program and pass a set of comprehensive examinations. Further information about the program can be obtained from the department chairman or the undergraduate handbook.

### **Chemistry Minor**

The requirements for a minor in chemistry are:

- Introductory Chemistry I and II (CHEM101 and 102)
- Organic Chemistry I and II (CHEM131 and 132)
- Two additional courses in chemistry (numbered higher than 132), neither of which may be used to satisfy requirements for other majors, minors or concentrations.

### **Accelerated Degree Program**

Chemistry offers an accelerated B.A./Master's degree program to eligible students. For more information, visit [www.clarku.edu/accelerate](http://www.clarku.edu/accelerate).

### **Graduate Program**

The department offers programs leading to the degrees of master of arts and doctor of philosophy with specialization in various fields of chemistry. Emphasis is placed on tailoring programs to fit the specific needs and desires of the graduate student. To facilitate this goal, a committee of interested faculty works with each student to advise and review his/her progress in research work and course requirements (five courses from specific areas of chemistry for Ph.D. students). Up to one year's equivalent of teaching apprenticeship will be required of all candidates for advanced degrees. In addition to formal course work, all students must pass qualifying examinations and submit and defend a research thesis.

Ph.D. candidates must pass preliminary examinations and meet the department language requirement. For further details, students should consult the appropriate departmental publications. Graduate scholarships, teaching assistantships and research fellowships are available.

### **Courses**

#### **BCMB144 BIOANALYTICAL CHEMISTRY/LECTURE, LABORATORY**

See Biochemistry and Molecular Biology 144.

#### **BCMB252 BIOINORGANIC CHEMISTRY/LECTURE**

See Biochemistry and Molecular Biology 252.

#### **BCMB264 BIOPHYSICAL CHEMISTRY/LECTURE, LABORATORY**

See Biochemistry and Molecular Biology 264.

#### **BCMB271 BIOCHEMISTRY I/LECTURE, LABORATORY**

See Biochemistry and Molecular Biology 271.

#### **BCMB272 BIOCHEMISTRY II/LECTURE**

See Biochemistry and Molecular Biology 272.

#### **BCMB275 PROTEIN CHEMISTRY/LECTURE**

See Biochemistry and Molecular Biology 275.

#### **CHEM007 SCIENCE OF WEAPONS OF MASS DESTRUCTION/LECTURE**

The science behind weapons of mass destruction will be discussed. Topics include low-technology explosives, nerve agents, biological agents and nuclear devices. In each case, introductory science concepts will be used to explain how the device or agent works. Historical examples will be reviewed, such as the Oklahoma bombing, Wisconsin Army Research Lab bombing, Tokyo Sarin subway attack, World War I gas attacks, Kurdish gas attack, anthrax letters and Hiroshima/Nagasaki. The technical basis for preventing the use of these weapons will also be discussed as will be the availability of information on the Internet. Fulfills the Science Perspective. Staff/Offered every year



**CHEM010 TOPICS IN CONTEMPORARY CHEMISTRY/LECTURE, LABORATORY**

This course is designed for students majoring in a social science or the humanities and intended to develop a qualitative feeling about chemistry as it relates to the modern world. Approximately half the course is concerned with the development of modern chemical concepts; the remainder deals with current societal problems such as nuclear weapons and reactors, air and water quality, drugs, food additives, polymers, poisons and others. In-class and final exams. Staff/Offered every year

**CHEM080 INTRODUCTION TO ENVIRONMENTAL CHEMISTRY**

Focuses on three major areas of environmental concern: natural waters, soils and the atmosphere. Topics to be discussed will include: trace metals in the environment; the chemistry and geochemistry of natural organic matter; the dynamic behavior of organic contaminants in natural waters; microbiologically mediated reactions in aquatic systems; and the stratospheric aerosol and its impact on stratospheric chemistry. The laboratory phase focuses on sample collection and handling of environmental samples, the essentials of analysis of trace heavy metals, organics and dissolved gases in natural waters, and the analysis of metals and organics in solids and atmospheric samples. Mr. Nelson/Offered every other year

**CHEM101 INTRODUCTORY CHEMISTRY I/LECTURE, LABORATORY**

Designed to meet the needs of science majors and the prehealth program, as well as those seeking a rigorous introduction to chemistry as part of their liberal-arts education. Introduces fundamental chemical concepts and applies them to a discussion of structure, bonding and reactivity of molecules. Knowledge of high-school algebra is necessary; high-school chemistry and physics are helpful, but not required. The laboratory teaches techniques of chemical experimentation and methods of chemical analysis. In-class and final exams, laboratory reports and quizzes. Staff/Offered every year

**CHEM102.1 INTRODUCTORY CHEMISTRY II/ LECTURE, LABORATORY**

Continues CHEM101 with a discussion of thermodynamics, equilibrium theory, kinetics, electrochemistry and the application of such theories to studies of structure and reactivity of molecules. The laboratory studies experimental techniques related to the lecture material. Prerequisite: CHEM101 or advanced placement. In-class and final exams, laboratory reports and quizzes. Staff/Offered every year

**CHEM102.2 INTRODUCTORY CHEMISTRY II, HONORS/LECTURE, LABORATORY**

Continues CHEM101 on an advanced (honors) level. The materials covered include solution theory, chemical kinetics, equilibrium theory, thermodynamics, electrochemistry and nuclear chemistry for understanding the general principles underlying many chemical processes in the laboratory and in the environment. The laboratory studies phenomena related to the lecture. Prerequisite: CHEM101 and permission of the 101 instructor. In-class and final exams, laboratory reports and quizzes. Staff/Offered every year

**CHEM103 ACCELERATED INTRODUCTORY CHEMISTRY/LECTURE, LABORATORY**

CHEM 103 is a one semester course for students with a strong background in chemistry who do not need the traditional two-semester sequence. Upon completion of CHEM103, students are eligible to go directly to CHEM131 (Organic Chemistry I), thereby accelerating their program in chemistry by one semester and allowing for additional elective courses during their junior and senior years. Topics include atomic and molecular structure, geometry, bonding, reactions, equilibria, thermodynamics, acids and bases, basic kinetics and stoichiometry. Permission of instructor. Staff/Offered every fall

**CHEM131 ORGANIC CHEMISTRY I/LECTURE, LABORATORY**

Discusses the chemistry of carbon and its compounds. The structures and reactions of related classes of organic molecules are systematically studied with emphasis on reaction mechanism and structural factors that affect reactivity. The laboratory concentrates on the preparation and physical, spectroscopic and chemical properties of these classes of compounds. Prerequisite: CHEM102 or advanced placement. In-class and final exams, laboratory reports. Ms. Erickson, Mr. Turnbull/Offered every year

**CHEM132 ORGANIC CHEMISTRY II/LECTURE, LABORATORY**

Continues CHEM131. Ms. Erickson, Mr. Turnbull

**CHEM134 BIOLOGICAL ORGANIC CHEMISTRY/LECTURE, LABORATORY**

CHEM134 is the second semester of the two-semester organic-chemistry sequence and builds upon the concepts of structure, bonding, geometry, stereochemistry and fundamental reaction mechanisms developed in CHEM131. Special emphasis is placed on the biological applications of organic chemistry. Topics include the chemistry of aromatic compounds, carbonyl compounds, amines, lipids, carbohydrates, amino acids, peptides and nucleic acids. Students may receive credit for either CHEM132 or CHEM134. Prerequisite: CHEM131. Ms. Erickson/Offered every spring

**CHEM142 ENVIRONMENTAL CHEMISTRY/LECTURE, LABORATORY**

Focuses on chemistry related to environmental problems, with emphasis on aquatic chemistry and aquatic and air pollution. Equilibrium theory is developed as a model for aquatic chemistry and chemical analyses of local aquatic systems are conducted in the laboratory according to EPA procedures. Prerequisite: CHEM102 or advanced placement. In-class and final exams, laboratory reports. Mr. Greenaway/Offered every year

**CHEM222 STATISTICAL THERMODYNAMICS/LECTURE**

An introduction to statistical mechanics, thermodynamics and chemical kinetics with applications to problems in chemistry and biochemistry. Staff/Offered periodically

**CHEM228 MOLECULAR GENETICS/LECTURE, SEMINAR**

See Biochemistry and Molecular Biology 228.

**CHEM231 ADVANCED ORGANIC CHEMISTRY/LECTURE**

Provides a framework for students who wish to pursue an interest in organic chemistry beyond the level covered in CHEM131/132 by bridging the gap between material in standard elementary organic texts and the original literature. Advanced topics selected from structure and reaction mechanisms include stereochemistry and ionic, free radical, carbenoid and concerted reaction mechanisms. Prerequisite: CHEM132. Ms. Erickson/Offered every other year

**CHEM233 SYNTHETIC ORGANIC CHEMISTRY/LECTURE**

The synthesis of organic compounds is discussed. Topics include the scope and limitations of general methods, mechanistic aspects and stereochemistry. Special emphasis is placed on the total synthesis of complex molecules from design of methods to execution. Prerequisite: CHEM231 or permission. Mr. Turnbull/Offered every other year

**CHEM235 NATURAL PRODUCTS/LECTURE**

The structure, biosynthesis and chemistry of selected secondary metabolites including steroids, terpenoids, alkaloids and actogenins of both terrestrial and marine origin are discussed. Biogenetic theory is used extensively to emphasize the simplicity within the complexity of those natural products. Structure determination by modern spectroscopic methods is also discussed. Prerequisite: CHEM132. Ms. Erickson/Offered every other year



**CHEM236 ORGANOMETALLIC CHEMISTRY/LECTURE**

Covers material related to compounds containing one or more covalent metal-carbon bonds. The material progresses from the traditional organometallics, such as Grignards and cuprates, through the transition metal and main group complexes. Emphasis is placed on the properties of organometallic compounds and mechanisms of their formation and subsequent reactions. Because of the continuing development of the field, use of the primary literature is stressed. A comparison of traditional organic and inorganic chemistry is developed through this intermediate field. Prerequisite: CHEM250 and 260 or permission of the instructor. Mr. Turnbull/Offered every other year

**CHEM242 NUCLEAR SCIENCE/LECTURE**

Covers the fundamentals of nuclear chemistry and physics: production, isolation, identification, structure and measurement of radioactive atoms. Prerequisite: permission of the instructor. Mr. Brenner/Offered periodically

**CHEM250 INORGANIC CHEMISTRY/LECTURE, LABORATORY**

Deals with theories of structure and bonding and their utility in explaining the chemistry of inorganic substances. Topics include: molecular orbital, valence bond, and crystal field theories of bonding and examples of the use of theories in explaining the structure and reactivities of inorganic molecules; acid base theory; spectroscopic methods; and kinetics. Emphasis is placed on the interpretation of structure and reactivity in terms of basic molecular and atomic parameters. Prerequisite: CHEM132 and 142 or 144. Mr. Greenaway/Offered every year

**CHEM256 INORGANIC MATERIALS/LECTURE**

Deals with structure-property relationships in inorganic materials. The range of topics includes a survey of the factors controlling structure, lattice energy, prominent structure types and variations in properties as a function of composition. Discussion of analysis methods, synthesis and the prominent uses of these materials will be incorporated into the course. Pre- or corequisite: CHEM250 and 260 or PHYS131 or permission. Mr. Smith/Offered every other year

**CHEM260 PHYSICAL CHEMISTRY/LECTURE, LABORATORY**

Covers basic principles of quantum mechanics and their application for understanding fundamental aspects of atomic structure and molecular bonding. Requires a good working knowledge of calculus (entrance exam). The laboratory includes experiments in general physical chemistry. Prerequisite: MATH121 or 125 and CHEM132. Staff/Offered every year

**CHEM261 MAGNETIC RESONANCE THEORY/LECTURE**

The theory of static and time-dependent interactions involved in magnetic resonance spectroscopy is presented. Energy states are defined on the basis of the time-independent Hamiltonian and reflect symmetry. The time-dependent terms in the Hamiltonian are used to develop descriptions for line-shape collapse and relaxation. Prerequisite: CHEM270. Mr. Jones/Offered every other year

**CHEM262 PHYSICAL CHEMISTRY II/LECTURE, LABORATORY**

Continues CHEM260 covering fundamental aspects of physical chemistry from a molecular perspective. Topics that are covered include Boltzmann's law, statistical mechanics, thermodynamics, phase equilibria, ideal and nonideal solutions, chemical equilibrium, chemical kinetics and molecular spectroscopy. Prerequisite: CHEM260. Staff/Offered every other year

**CHEM266 BIOMOLECULAR NMR/LECTURE**

Covers theory and application of multidimensional nuclear magnetic resonance (NMR) spectroscopy for the study of structure and dynamics of biomolecules in solution. Staff/Offered periodically.

**CHEM267 COMPUTATIONAL CHEMISTRY: ELECTRONIC STRUCTURE METHODS/LECTURE, LABORATORY**

This course is designed to introduce the student to the electronic structure modeling methods, which are available to investigate the chemical phenomena. It will provide a hands-on experience using the electronic structure modeling software packages to study the properties of molecules and reactions. Topics will include molecular orbital theory and calculations on molecular energies and structures, energies and structures of transition states, bond and reaction energies, atomic charges, IR spectrum, NMR properties and reaction pathways. Prerequisites: CHEM262 or 270. Mr. Huo/Offered every other year

**CHEM270 QUANTUM CHEMISTRY/LECTURE**

Essentially an introduction to quantum mechanics. Covers elementary quantum mechanical treatments of the structure of atoms and molecules. Prerequisite: CHEM262 or 264. Mr. Brenner/Offered every other year

**CHEM273 PRINCIPLES OF MOLECULAR MODELING**

This course is intended mainly for advanced undergraduates and graduate students. The aim of the course is to introduce the principles and algorithms of molecular modeling and to illustrate how these algorithms can be used to study biochemical/biophysical phenomena. We will go over basic elements of classical molecular simulations, focusing on force fields, energy minimization, molecular dynamics and Monte Carlo. Prerequisite: CHEM260. Mr. Huo/Offered every other year

**CHEM279 COMPUTER BIOCHEMISTRY**

The course will provide a hands-on experience using computers to analyze chemical and biochemical systems. Students will be introduced to the use of relevant Web-based and commercial software packages. The course will meet one afternoon (3 hours) per week. The exact topics to be covered may vary from year to year as new software packages become available. Topics will include retrieval and analysis of DNA and protein sequence information from national databases; use of sequence information to identify homologous nucleic acids or proteins, design cloning experiments, and predict protein secondary and tertiary structures; simulations of protein dynamics and ligand binding; and using X-ray crystallography and NMR data to determine protein structure and dynamics. Prerequisite: BCMB271. Staff/Offered periodically

**CHEM281 POLYMER SCIENCE/LECTURE**

The physical chemistry of synthetic polymers is presented, including discussion of kinetic mechanisms of polymerization, molecular weight distributions, unperturbed dimensions, structure and conformation, viscosity, and dynamic properties. Specific experimental methods useful in polymer chemistry such as osmotic pressure, light scattering, gel permeation chromatography, viscoelastic response, NMR, and dielectric response also are reviewed. Prerequisite: CHEM262 or 264. Mr. Jones/Offered periodically

**CHEM289 RESEARCH METHODS/LECTURE, LABORATORY**

Deals with the application of analytical tools widely used in the laboratory. Topics include NMR, EPR, IR, Raman, UV-visible, mass and fluorescence spectroscopy, chromatography, electrophoresis, electrochemistry and other techniques. Emphasizes practical knowledge for



data interpretation and instrument operation. Quarter-credit courses lasting four to five weeks are offered periodically. Prerequisite: CHEM262 or 264 or permission. Staff

#### **CHEM297 HONORS**

For majors seeking departmental honors in chemistry. Involves a laboratory research project and participation in department seminars. Offered for variable credit. Prerequisite: permission of the department chair. Staff/Offered every semester

#### **CHEM299 DIRECTED STUDY**

Individual investigations that involve laboratory and literature research. Offered for variable credit. Prerequisite: permission. Staff/Offered every semester

#### **CHEM322 STATISTICAL THERMODYNAMICS/LECTURE**

See Chemistry 222.

#### **CHEM331 ADVANCED ORGANIC CHEMISTRY/LECTURE**

See Chemistry 231.

#### **CHEM333 SYNTHETIC ORGANIC CHEMISTRY/LECTURE**

See Chemistry 233.

#### **CHEM335 NATURAL PRODUCTS/LECTURE**

See Chemistry 235.

#### **CHEM336 ORGANOMETALLIC CHEMISTRY/LECTURE**

See Chemistry 236.

#### **CHEM342 NUCLEAR SCIENCE/LECTURE**

See Chemistry 242.

#### **CHEM350 INORGANIC CHEMISTRY/LECTURE, LABORATORY**

See Chemistry 250.

#### **CHEM356 INORGANIC MATERIALS/LECTURE**

See Chemistry 256.

#### **CHEM360 PHYSICAL CHEMISTRY/LECTURE, LABORATORY**

See Chemistry 260.

#### **CHEM361 MAGNETIC RESONANCE THEORY/LECTURE**

See Chemistry 261.

#### **CHEM362 PHYSICAL CHEMISTRY II/LECTURE, LABORATORY**

See Chemistry 262.

#### **CHEM366 BIOMOLECULAR NMR/LECTURE**

See Chemistry 266.

#### **CHEM367 COMPUTATIONAL CHEMISTRY: ELECTRONIC STRUCTURE METHODS/LECTURE, LABORATORY**

See Chemistry 267.

#### **CHEM370 QUANTUM CHEMISTRY/LECTURE**

See Chemistry 270.

#### **CHEM373 PRINCIPLES OF MOLECULAR MODELING**

See Chemistry 273.

#### **CHEM379 COMPUTER BIOCHEMISTRY**

See Chemistry 279.

#### **CHEM380 RESEARCH CONFERENCE/SEMINAR**

Consists of reports on research and discussions of recently published work. Guest lectures, staff, graduate students/Offered every semester

#### **CHEM381 POLYMER SCIENCE/LECTURE**

See Chemistry 281.

#### **CHEM389 RESEARCH METHODS/LECTURE, LABORATORY**

See Chemistry 289.

#### **CHEM399 INDEPENDENT STUDY**

Offered for variable credit. Staff/Offered every semester

## **COMMUNICATION AND CULTURE**

### **Program Faculty**

Matthew Malsky, Ph.D., *Director*

Gauvin Bailey, Ph.D.

Parminder Bhachu, Ph.D.

Marcia Butzel, Ph.D.

Eric Gordy, Ph.D.

Betsy P. Huang, Ph.D.

Fern Johnson, Ph.D.

Benjamin Korstvedt, Ph.D.

Sarah Michaels, Ph.D.

Timothy Shary, Ph.D.

Jaan Valsiner, Ph.D.

### **Program Overview**

The communication and culture major is designed to engage students in focused inquiry into the cultural foundations of communication in its various forms. As a liberal-arts major, the program of study emphasizes the development of a conceptual framework for understanding the role of communication in both transmitting and creating culture through practices of verbal and nonverbal communication. Through an interdisciplinary approach involving faculty from different fields of expertise in the humanities and social sciences, students study media, discourse and global influences and developments in communication. The curriculum covers historical and current topics, and the range of communicative forms considered includes visual and graphic images, everyday discourse, literary works, journalistic writing, music and material productions. Although not a production-oriented or preprofessional major, students have opportunities for practicum and internship learning. The faculty is committed to providing the type of sound critical and conceptual grasp of communication that is essential for intelligent participation and leadership in the various fields of communication.

For details regarding the major, students should consult the Majors' Handbook, which is available online, in the Communication and Culture Program Office, and at the Academic Advising Center.

The major is organized into three paths of emphasis: (1) media dimensions, (2) discourse dimensions and (3) global dimensions, which includes courses in both media and discourse studies that emphasize some aspect of global communication. With the exception of the introductory course (COMM101), most courses are cross-referenced with the departments in which they originate.

### **Major Requirements**

#### **Minimum of 11 course units:**

Each student selects, in consultation with her or his adviser, a path of emphasis from the three available options. Within that path, students concentrate their elective courses and build further specialization through choices of advanced seminars and internships. No exceptions will be made to the structure listed below.



1. COMM101 Communication and Culture, 1 unit
2. Seven elective courses, 7 units (additional courses may be taken)
  - Minimum of four and maximum of five must be in path of emphasis
  - Minimum of three must be at the 200 level
  - Maximum of two practicum courses, which must be in an approved sequence (optional)
3. One Integrative Seminar (200 level), 1 unit
4. Approved internship or project, 1-2 units
5. Senior Capstone Seminar or Project in path of emphasis, 1-2 units (Honors thesis option for qualified students.)

Students must complete COMM101 before taking the integrated seminar.

Course prerequisites are listed for specific courses and may be different for communication and culture majors than for students taking the course in the department from which it is cross-referenced. Students should consult semester schedules carefully to determine prerequisites.

Students must earn a grade of C or better in all courses contributing to the major program of study.

For more information about the communication and culture major, call 508-793-7180.

## Path Courses

### Introductory Course

COMM101 Communication and Culture

### PATH 1: MEDIA DIMENSIONS

*Electives in Media Dimensions:*

COMM010 From the Stone Age to Our Age  
 COMM012 Music as Culture  
 COMM013 Pop Music in USA  
 COMM103 Introduction to Screen Studies  
 COMM104 Music and Modernism  
 COMM108 20th-Century Music  
 COMM117 Factual Film and Television  
 COMM118 History of American Broadcasting and Electronic Media  
 COMM123 Intermediate Photography  
 COMM125 Graphic Design Projects  
 COMM136 Effects of Mass Media  
 COMM143 Interactive Music Programming and Composition  
     Studio/Seminar  
 COMM145 Do-It-Yourself Media  
 COMM170 Computer Mediated Communication  
 COMM171 Storytelling through Video  
 COMM205 Culture and the News  
 COMM206 The Work of Art and Cultural Criticism from Wagner to  
     the Present  
 COMM207 Digital Editing/Production in Video  
 COMM208 Typography  
 COMM209 Introduction to Interactive Design  
 COMM210 History of Music Seminar  
 COMM211 American Consumer Culture  
 COMM214 Social and Cultural Issue Documentary  
 COMM221 Media Policy and Democracy  
 COMM235 Images of Youth  
 COMM243 Design in the 20th Century: Arts & Crafts to Ikea  
 COMM245 Urban Art and Society in Jazz Age New York

COMM250 Photography Studio  
 COMM254 Graphic Design Studio  
 COMM258 Internet Geography  
 COMM261 Critical Perspectives of T.V. Culture  
 COMM277 Video Production Studio

### PATH 2: DISCOURSE DIMENSIONS

*Electives in Discourse Dimensions:*

COMM020 Transformative Schooling: Culture, Community,  
     Education and Society  
 COMM102 Documentary Writing  
 COMM114 American Talk  
 COMM134 Latino Literature and Media Arts  
 COMM150 Discourse and Cultural Studies: Field Research  
 COMM158 Discourse, Subjectivity and the Self  
 COMM195 Psychology, Communication and the Self  
 COMM196 Strategic Speaking  
 COMM202 Feature Writing  
 COMM204 Writing for Magazines  
 COMM212 Actor as Thinker  
 COMM215 Language and Culture in the United States  
 COMM242 Philosophy of Language  
 COMM247 Theoretical Models of Communication in Psychology  
 COMM248 Signs/Crossroads: Semiotics  
 COMM255 Gender Development and Language  
 COMM268 Communicative Development  
 COMM272 Ethnic America: Literary and Theoretical Perspectives  
 COMM279 Fictions of Asian America  
 COMM293 History of the English Language

### PATH 3: GLOBAL DIMENSIONS

*Electives in Global Dimensions:*

COMM017 Culture, Place and the Environment  
 COMM129 Media Workshop in French  
 COMM130 The National Imagination  
 COMM131 World Cinema and Global Culture  
 COMM133 Studies in Hispanic Culture  
 COMM137 Gender and Environment  
 COMM138 Studies in Contemporary French Culture  
 COMM144 Francophone Literature and Film  
 COMM156 Cultural Psychology of Urban Living  
 COMM159 Latin-American Art  
 COMM160 Global Cultures and Identities  
 COMM164 The Arts of Asia  
 COMM165 The Arts of Islam  
 COMM246 Global Communication and the Spaces of Cultural  
     Production  
 COMM260 Roots and Routes  
 COMM278 The Creation of Nationalisms, Nationalist Culture and  
     Symbols

### Integrative Seminars

Integrative seminars are courses at the 200 level that treat a particular topic through different disciplinary perspectives or that bring together two or more topics from different domains of communication and cultural analysis. These seminars are listed separately below. At least one integrative seminar is offered each semester and new topics may be added. Interested students may petition the director of the program to substitute a second integrative seminar for an elective course.



### **Integrative Seminar Courses**

COMM216 Architecture and Democracy  
COMM230 Sociology of Culture  
COMM231 Soundtracks  
COMM234 Converging Cultures in the Age of Discovery  
COMM251 Language Development  
COMM252 Cultural Discourses of Advertising  
COMM257 Language at Issue  
COMM275 Culture, Consumption and Class in Local and Global Contexts

### **Senior Capstone**

The senior capstone in communication and culture requires that each student participate in original research or creative activity or produce an individual project related to some aspect of his or her path emphasis. At the end of the junior year, majors receive information about options available for the senior capstone. Based on this information, each student selects one of the senior capstone seminars, proposes an independent study project or, if qualified, proposes an honors thesis project. All projects and theses must be supervised by a member of the communication and culture faculty. For honors theses, a second faculty member, who will serve as an evaluator, is selected through a consultation process between the student and his or her thesis adviser. Information regarding honors theses, which are yearlong projects, is contained in the Majors' Handbook.

Courses that have been offered as senior capstone seminars are listed below. New courses are added from time to time. Note that a student who takes a designated capstone seminar earlier than the senior year may count this course toward major elective requirements but may not use the course to fulfill the capstone requirement.

### **Senior Capstone Courses**

COMM274 New Media Theory and Practice  
COMM276 Advanced Topics in Cultural Psychology (Topic Dependent)  
COMM285 Film as Narration  
COMM288 Gender and Film  
COMM294 Global Ethnographies  
COMM295 Gender and Discourse

### **Communication and Culture Minor**

The minor in communication and culture is designed to provide concentrated study in one of the three paths. The minor requires a minimum total of six course units as follows.

1. COMM 101: Communication and Culture
2. Five additional COMM courses:
  - Three courses in one path of emphasis
  - One course in each of the other two paths of emphasis
  - Minimum of two 200-level courses
  - Maximum of one practicum course (beyond the introductory level)

Students must earn a grade of C or better in all courses contributing to the minor.

### **Courses**

**COMM010 FROM THE STONE AGE TO OUR AGE: MONUMENTS AND MASTERPIECES OF WESTERN ART/LECTURE, DISCUSSION**

See Art History 010.

**COMM012 MUSIC AS CULTURE/LECTURE, SEMINAR**

See Music 011.

**COMM013 POP MUSIC IN THE USA/LECTURE, DISCUSSION**

See Music 012.

**COMM017 CULTURE, PLACE AND THE ENVIRONMENT/LECTURE**

See Geography 017.

**COMM020 TRANSFORMATIVE SCHOOLING: DOCUMENTARY VIDEO FOR SOCIAL CHANGE/FIRST-YEAR SEMINAR**

See Education 112.

**COMM101 COMMUNICATION AND CULTURE**

Examines the ways in which communication creates and represents ideology, social orders and cultural identities. Emphasis is on critical analysis of communication in contemporary society. Subjects include culture-based metaphor, nonverbal communication, advertising, print media and television. Staff/Offered every year

**COMM102 DOCUMENTARY WRITING/WORKSHOP**

See English 102.

**COMM103 INTRODUCTION TO SCREEN ARTS/LECTURE, DISCUSSION**

See Screen Studies 010.

**COMM104 MUSIC AND MODERNISM IN SOCIETY, 1885-1945**

See Music 104.

**COMM108 20TH-CENTURY MUSICAL EXPLORATIONS/LECTURE, DISCUSSION**

See Music 103.

**COMM114 AMERICAN TALK/FIRST-YEAR SEMINAR**

See English 114.

**COMM117 FACTUAL FILM AND TELEVISION**

See Screen Studies 123.

**COMM118 HISTORY OF AMERICAN BROADCASTING/LECTURE, DISCUSSION**

See Screen Studies 122.

**COMM123 INTERMEDIATE PHOTOGRAPHY/STUDIO, LECTURE, DISCUSSION**

See Studio Art 121.

**COMM125 GRAPHIC DESIGN PROJECTS/STUDIO, LECTURE, DISCUSSION**

See Studio Art 125.

**COMM129 MEDIA WORKSHOP IN FRENCH**

See French 127.

**COMM130 THE NATIONAL IMAGINATION**

See Comparative Literature 130.

**COMM131 WORLD CINEMA AND GLOBAL CULTURE**

See Screen Studies 124.

**COMM133 STUDIES IN HISPANIC CULTURE/LECTURE, DISCUSSION**

See Spanish 133.

**COMM134 LATINO LITERATURE AND MEDIA**

See Spanish 134.

**COMM135 MEDIA AND SOCIETY/LECTURE, DISCUSSION**

See Sociology 135.



**COMM136 EFFECTS OF MASS MEDIA**

See Sociology 136 (Formerly SOC 273).

**COMM137 GENDER AND ENVIRONMENT/LECTURE, DISCUSSION**

See Geography 136.

**COMM138 STUDIES IN CONTEMPORARY FRENCH CULTURE**

See French 137.

**COMM143 INTERACTIVE MUSIC PROGRAMMING AND COMPOSITION STUDIO/SEMINAR**

See Music 142.

**COMM144 FRANCOPHONE LITERATURE AND FILM**

See French 140.

**COMM145 DO-IT-YOURSELF MEDIA**

This course explores the various developments and formations of DIY (do-it-yourself) media. By way of affordable, easy-to-use media technology, nonprofessional producers are making and distributing videos, music, publications and Web sites that reflect their cultural and political identities. Through examining a range of DIY media, students learn about these various identities, as well as the ethics of DIY, its aesthetic trends and its creators' techniques of production.

Staff/Offered periodically

**COMM150 DISCOURSE AND CULTURAL STUDIES/FIELD RESEARCH**

This course studies the nature of human communication, both in language and other sign systems (e.g., cultural artifacts, media and social interactions) within and across diverse cultures and social institutions. It focuses on tools for analyzing communication in context with reference to its psychological, social, cultural and political implications.

Ms. Michaels/Offered every year

**COMM156 CULTURAL PSYCHOLOGY/LECTURE, DISCUSSION**

See Psychology 156.

**COMM157 CULTURAL PSYCHOLOGY OF URBAN LIVING/ LECTURE, DISCUSSION**

See Psychology 157.

**COMM158 DISCOURSE, SUBJECTIVITY AND SELF/LECTURE, DISCUSSION**

See Psychology 158.

**COMM159 LATIN-AMERICAN ART/LECTURE, DISCUSSION**

See Art History 159.

**COMM160 GLOBAL CULTURES AND IDENTITIES/LECTURE, DISCUSSION**

See Sociology 160.

**COMM164 THE ARTS OF ASIA/LECTURE, DISCUSSION**

See Art History 160.

**COMM165 THE ARTS OF ISLAM/LECTURE, DISCUSSION**

See Art History 161.

**COMM170 COMPUTER MEDIATED COMMUNICATION**

This course is intended to provide an introduction to those social functions and communities evolving from and developed around computer-aided technologies. Beginning with a definition of computer-mediated communication, students will progress through a meaningful discussion designed to plant them squarely as the focus of our study. How do THEY use these technologies and what is the effect on their lives? In addition to the standard foray of relevant readings and discussions, students will be asked to complete weekly assignments intended to sub-

merge them in virtual spaces and online communities, as well as inter-student communication projects via portable devices, such as cell phones. Upon successful completion of the course, a student will have a better understanding of how technology affects the way they operate and communicate within their daily lives. Staff/Offered periodically

**COMM171 STORYTELLING THROUGH VIDEO: DOCUMENTARY AND DRAMATIC PRODUCTION/STUDIO, LECTURE, DISCUSSION**

See Screen Studies 171.

**COMM195 DISCOURSE, SELF AND GENDER/FIRST-YEAR SEMINAR**

See Psychology 193.

**COMM196 STRATEGIC SPEAKING**

See English 196.

**COMM202 FEATURE WRITING/WORKSHOP**

See English 202.

**COMM204 WRITING FOR MAGAZINES/SEMINAR**

See English 204.

**COMM205 CULTURE AND THE NEWS/LECTURE, DISCUSSION**

See English 205.

**COMM206 THE TOTAL WORK OF ART AND CULTURAL CRITICISM FROM WAGNER TO THE PRESENT/SEMINAR**

See German 205.

**COMM208 TYPOGRAPHY**

See Studio Art 208.

**COMM209 INTRODUCTION TO INTERACTIVE DESIGN**

See Studio Art 209.

**COMM210 MUSIC HISTORY SEMINAR**

See Music 210.

**COMM211 AMERICAN CONSUMER CULTURE/SEMINAR**

See History 211.

**COMM212 ACTOR AS THINKER/STUDIO, LECTURE, DISCUSSION**

See Theater Arts 212.

**COMM214 SOCIAL AND CULTURAL ISSUE DOCUMENTARY**

See Screen Studies 214.

**COMM215 LANGUAGE AND CULTURE IN THE UNITED STATES/LECTURE, DISCUSSION**

See English 215.

**COMM216 ARCHITECTURE AND DEMOCRACY/SEMINAR**

See Art History 216.

**COMM221 MEDIA POLICY AND DEMOCRACY**

In this course, students will look at the development of media regulation in the United States, starting with the founding of the Federal Communications Commission up to its most recent decisions on media policy. In addition to discussing the ways in which the legislation specifically addresses free-market competition, public interest and freedom of speech, we explore society's understandings of these issues and how they are shaped by policy. Students will also focus on the methods of the public-access television and radio movement in their attempt to produce media that serves public interest and gain some control of the corporately dominated airwaves. Staff/Offered periodically



**COMM230 MEANING, POLITICS AND DIFFERENCE: SOCIOLOGY OF CULTURE/LECTURE, DISCUSSION**

See Sociology 231.

**COMM231 SOUNDTRACKS/LECTURE**

See Music 160.

**COMM234 CONVERGING CULTURES IN THE AGE OF DISCOVERY/SEMINAR**

See Art History 232.

**COMM235 IMAGES OF YOUTH**

See Screen Studies 230.

**COMM242 PHILOSOPHY OF LANGUAGE/LECTURE, DISCUSSION**

See Philosophy 242.

**COMM243 DESIGN IN THE 20TH CENTURY: ARTS & CRAFTS TO IKEA**

See Art History 243.

**COMM245 URBAN ART & SOCIETY IN JAZZ AGE NEW YORK**

See Art History 245.

**COMM246 GLOBAL COMMUNICATION AND THE SPACES OF CULTURAL PRODUCTION**

This course will map the economic, political and spatial relationships that both constitute and facilitate the development of global communication networks, as well as consider the configuration of local cultures and identities in dialogue with these global structures. Staff

**COMM247 THEORETICAL MODELS OF COMMUNICATION IN PSYCHOLOGY/FIRST SEMINAR**

See Psychology 247.

**COMM248 SIGNS AND CROSSROADS/SEMINAR (D)**

See English 249.

**COMM250 PHOTOGRAPHY STUDIO**

See Studio Art 250.

**COMM251 LANGUAGE DEVELOPMENT/FIRST SEMINAR**

See Psychology 251.

**COMM252 CULTURAL DISCOURSE OF ADVERTISING/SEMINAR**

See English 252.

**COMM254 GRAPHIC DESIGN STUDIO**

See Studio Art 254.

**COMM255 GENDER DEVELOPMENT AND LANGUAGE/FIRST SEMINAR**

See Psychology 254.

**COMM257 LANGUAGE AT ISSUE/SEMINAR**

See English 257.

**COMM258 INTERNET GEOGRAPHY: SOCIOECONOMIC IMPACTS OF INFORMATION TECHNOLOGIES/LECTURE, DISCUSSION**

See Geography 257.

**COMM260 ROOTS AND ROUTES: IMMIGRANTS, DIASPORAS AND TRAVEL/LECTURE, DISCUSSION**

See Sociology 260.

**COMM261 CRITICAL PERSPECTIVES ON TV CULTURE/LECTURE, DISCUSSION**

See Screen Studies 261.

**COMM268 COMMUNICATIVE DEVELOPMENT/CAPSTONE SEMINAR**

See Psychology 268.

**COMM272 ETHNIC AMERICA: LITERARY AND THEORETICAL PERSPECTIVES/SEMINAR (C-3)**

See English 276.

**COMM274 NEW MEDIA THEORY AND PRACTICE**

See Music 200.

**COMM275 CULTURE, CONSUMPTION AND CLASS IN LOCAL AND GLOBAL CONTEXTS/LECTURE, DISCUSSION**

See Sociology 250.

**COMM276 ADVANCED TOPICS IN CULTURAL PSYCHOLOGY/CAPSTONE SEMINAR**

See Psychology 276.

**COMM278 THE CREATION OF NATIONALISM, NATIONALIST CULTURES AND SYMBOLS/LECTURE, DISCUSSION**

See Sociology 255.

**COMM279 FICTIONS OF ASIAN AMERICA/SEMINAR (C-3)**

See English 279.

**COMM285 FILM AS NARRATION/LECTURE, DISCUSSION**

See Screen Studies 284.

**COMM288 GENDER AND FILM/VARIABLE FORMAT**

See Screen Studies 288.

**COMM293 HISTORY OF THE ENGLISH LANGUAGE/ SEMINAR (C-1B)**

See English 294.

**COMM294 GLOBAL ETHNOGRAPHIES: ETHNOGRAPHERS IN THE MAKING FOR THE 21ST CENTURY/SEMINAR**

See Sociology 294.

**COMM295 GENDER AND DISCOURSE/SEMINAR (D)**

See English 295.

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## COMPARATIVE LITERATURE

### Program Faculty

Michael Spingler, Ph.D., *Chair*

Paul Burke, Ph.D.

Marvin D'Lugo, Ph.D.

William Ferguson, Ph.D.

Odile Ferly, Ph.D.

Everett Fox, Ph.D.

Beth Gale, Ph.D.

Walter Schatzberg, Ph.D.

### Adjunct Faculty

Marcia Butzel, Ph.D.

SunHee Kim Gertz, Ph.D.

Benjamin Korstvedt, Ph.D.

Gary Overvold, Ph.D.

### Emeriti Faculty

Kenneth Hughes, Ph.D.

Dorothy Kaufmann, Ph.D.

### Program Overview

Comparative literature is a wide-ranging, multicultural program of studies in poetry, prose, drama, film and related arts. Housed in the Foreign Languages and Literatures Department, the program is by nature interdisciplinary and has strong ties with other departments in the University. In addition to the courses offered by the department in comparative literature and literatures in foreign languages, the student is encouraged to take courses in English, history, philosophy, and visual



and performing arts. One of the special aspects of the program is the emphasis on developing a practical and critical approach to texts. This may take the form of play production, seminars in translation of lyric poetry and drama, and supervised work in contemporary critical theory (i.e., relations between text and performance, spectator positioning and reader response).

## Major Requirements

1. Four courses beyond the intermediate level in one or more foreign languages. (An intermediate-level course in a second foreign language may be used in certain cases toward the fulfillment of the language course requirement.)
2. Four courses in comparative literature, at least two of which should have a strong theoretical component.
3. Five related courses to be selected by the student in consultation with a faculty adviser. One of these must be CMLT130 The National Imagination.

## Courses

### **CMLT112 FAIRY TALES OF THE WORLD/LECTURE, DISCUSSION/FIRST-YEAR SEMINAR**

See Comparative Literature 112.

### **CMLT117 INTRODUCTION TO THE HEBREW BIBLE I: NARRATIVE AND LAW/LECTURE, DISCUSSION**

See Jewish Studies 117.

### **CMLT118 INTRODUCTION TO THE HEBREW BIBLE II: PROPHECY AND POETRY/LECTURE, DISCUSSION**

See Jewish Studies 118.

### **CMLT130 THE NATIONAL IMAGINATION**

This course explores the concept of a national community as constructed and critiqued through literary and cinematic narratives, as well as other cultural texts. Special emphasis is given to the ways in which national languages have been used to promote the sense of cultural continuity and identity for various national communities.

Variable content. This is a team-taught course with national focus changing depending upon the participation of particular members of the foreign languages faculty. Staff/Offered every year

### **CMLT134 LATINO LITERATURE AND MEDIA**

See Spanish 134.

### **CMLT140 FRANCOPHONE LITERATURE AND FILM**

See French 140.

### **CMLT150 JOURNEYS WITH HYPHENATED AMERICANS: EMERGING IDENTITIES, EVOLVING CULTURES/FIRST-YEAR SEMINAR**

The American "melting pot," once a national myth, has now become a cultural cliché often derided by contemporary ethnic communities. Forged largely around the migration of Europeans to the United States in the early 20th century, that fiction of national identity has since been rewritten and transformed through works that reflect the experiences of men and women who have come from non-European backgrounds: Native Americans, African-Americans, Latinos, and Asian-Americans. This seminar traces some of the shifts in these stories of migration in both fiction and film, in works ranging from the uplifting autobiographies of European immigrants at the beginning of the 20th century to Robert Rodriguez's irreverent Chicano movie, *Spy Kids*, at the century's end. In debunking the melting pot, writers and filmmakers

have produced a highly imaginative and yet subversive counter-mythology that forces us to reconsider many of the commonplaces about American cultural identity. Fulfills the Verbal Expression requirement. Mr. D'Lugo/Offered periodically

### **CMLT151 INTRODUCTION TO MEDIEVAL LITERATURE/LECTURE, DISCUSSION (C-1A)**

See English 150.

### **CMLT152 LYRIC POETRY: SONGS OF THE SELF/FIRST-YEAR SEMINAR**

Through a study of selected lyrical works, drawn from many different centuries and a variety of cultures, this seminar investigates the deepest roots of human self-expression, the power of metaphor, and the beauty of image-making in words. Texts are taken from the 20th-century Anglo-American tradition (Moore, Auden, Eliot, Roethke, Levertov); or from certain older English-language contexts (Wyatt, Smart, Coleridge). As far as possible, texts from non-English speaking cultures are presented both in literary translation and in the original to give the English-speaking student insight into the cadences of the other language. Students with knowledge of a foreign language are encouraged to do comparative work in that language and in English. Students write several critical essays over the semester on class readings and individually assigned projects. Fulfills the Verbal Expression requirement. You must be placed at the verbal-expression level to be admitted into this seminar. Mr. Ferguson/Offered periodically

### **CMLT155 STUDIES IN ITALIAN FILM: NEOREALISM/LECTURE, DISCUSSION**

Explores the political, cultural and aesthetic role of Neorealist cinema in Italy. The linkage of film, history and nationality during the years 1942-1951 leads to broader questions concerning the relations between art and politics in fascist, *Resistenza* and contemporary Italian culture. In addition to film texts and selections from the critical debate over Neorealism in film and cultural history, we consider both precursors and inheritors of Neorealist cinema. Ms. Butzel/Offered every other year

### **CMLT180 JAPANESE CULTURE AND LITERATURE IN TRANSLATION/LECTURE, DISCUSSION**

See Japanese 180.

### **CMLT181 THE LITERATURE OF MODERN SPAIN IN TRANSLATION/LECTURE DISCUSSION**

Readings representing the major authors and trends in the literature of Spain in the 19th and 20th centuries. Emphasizes the realist novels of Galdós and Clarín in the 19th century; the philosophical novels of Unamuno and Pérez de Ayala, poetry and theater of Lorca and the postmodernist narratives of Goytisolo in the 20th century. Mr. D'Lugo/Offered periodically

### **CMLT197 THE FAUST THEME IN LITERATURE AND MUSIC/LECTURE, DISCUSSION**

See German 197.

### **CMLT205 THE PLAY AND ITS STAGES/SEMINAR, WORKSHOP**

A critical approach to the dramatic text based on historical and material conditions of performance. Considers the changing ways that meanings are made through styles and conventions of performance (including set, costume, mask and vocal delivery), which are specific to historical and cultural moments. Playwrights considered may include Sophocles, Shakespeare, Racine, Molière, Chekhov, Ibsen, Brecht, Genet and Beckett. Scene work. Mr. Spingler/Offered periodically



**CMLT206 LANGUAGES OF THEATER/SEMINAR, DISCUSSION**

A study of the way meanings are made in theater through structure and sign. Examines the function of nonverbal communication in theater, especially mask, gesture, movement and sound. Plays may include works of Euripides, Shakespeare, Cocteau, Apollinaire, Jarry, Genet and Pinter. Critical works read include Artaud's "The Theater and its Double," Brook's "The Empty Space" and Grotowski's "Towards a Poor Theater." Scene work. May be taken as a companion course to CMLT205. Mr. Spingler/Offered periodically

**CMLT208 HER STORY: HISTORY AND FICTION OF CARIBBEAN WOMEN WRITERS**

Traces the history of the Caribbean through contemporary women's writing from the Anglophone, Francophone and Hispanic areas. Examines the portrayal of Caribbean women from slavery and colonial times to the present day, and the depiction of women's participation in the construction of their past. Authors studied include Julia Alvarez, Maryse Condé, Edwidge Danticat, Jamaica Kincaid, Jean Rhys and Mayra Santos. Ms. Ferly/Offered every other year

**CMLT250 MEDIEVAL LITERATURE/SEMINAR (C-1B)**

See English 250.

**CMLT254 STILL SPACES—EAST MEETS WEST: CONTEMPLATIVE PRACTICE IN THE CLASSROOM/SEMINAR (C-1B)**

See English 254.

**CMLT256 LESSONS LEARNED: EDUCATION IN THE 20TH-CENTURY NOVEL/LECTURE DISCUSSION**

An exploration of literary portrayals of youth and the passage to adulthood with a focus on the role of the school. Topics include the adolescent body, gendered identity, social structures and narrative strategies. Authors studied may include Colette, Alain-Fournier, Gide, Sagan, Ernaux and Duras. Taught in French. Prerequisite: 131 and another course at the 130 level in French or permission. Ms. Gale/offered periodically

**CMLT278 MODERN POLITICAL LITERATURE: CLASS, RACE, GENDER, ETHNICITY/SEMINAR (C-3)**

See English 278.

**CMLT288 ART OF THE CITY: PARIS AND NEW YORK/ DISCUSSION**

A comparative structural and cultural analysis of two urban designs, Haussmann's Paris and Olmsted's New York, the visual representation of the two cities and the literary interpretation of the cities. The cities will be considered as theaters in which cultural meanings are produced through spatial composition and performances in the set. Among the questions to be explored is the matter of cultural kinships and differences between France and the United States. Prerequisite: Permission of instructor. Mr. Spingler/Offered periodically

**ENG249 SIGNS AND CROSSROADS/SEMINAR (D)**

See English 249.

**ENG294 HISTORY OF THE ENGLISH LANGUAGE/SEMINAR (C-1B)**

See English 294.

**FREN160 FRENCH CULTURE SEEN THROUGH FILM: JEAN RENOIR/LECTURE DISCUSSION**

See French 160.

**FREN211 COMING OF AGE IN THE FRENCH NOVEL/LECTURE, DISCUSSION**

See French 211.

**FREN264 WRITING AND IDENTITY IN THE FRANCOPHONE CARIBBEAN**

See French 264.

**GERM188 THE CULTURE OF THE WEIMAR REPUBLIC IN LITERATURE, FILM AND THE ARTS/LECTURE, DISCUSSION**

See German 188.

**JS123 THE MIDRASHIC TRADITION/LECTURE, DISCUSSION**

See Jewish Studies 123.

**PHIL210 MODERNISM IN PHILOSOPHY, LITERATURE AND THE ARTS/LECTURE, DISCUSSION**

See Philosophy 210.

**SCRN121 INTERNATIONAL FILM ART MOVEMENTS/LECTURE, DISCUSSION**

See Screen Studies 121.

**SCRN288 GENDER AND FILM/VARIABLE FORMAT**

See Screen Studies 288.

**SPAN246 STUDIES IN SPANISH CINEMA/LECTURE, DISCUSSION**

See Spanish 246.

**SPAN248 STUDIES IN LATIN-AMERICAN CINEMA/LECTURE, DISCUSSION**

See Spanish 248.

**SPAN249 STUDIES IN HISPANIC CINEMA/LECTURE**

See Spanish 249.

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**COMPUTER SCIENCE**
**Program Faculty**

Lawrence Morris, Ph.D., *Chair*

Jerry Breecher, Ph.D.

Arthur Chou, Ph.D.

Frederic Green, Ph.D.

Li Han, Ph.D.

David Joyce, Ph.D.

Ping Xuan, Ph.D.

**Program Overview**

The department views computer science as an academic discipline firmly within Clark University's liberal-arts tradition, with an emphasis on the science of designing software and hardware. Courses emphasize concepts and principles; at the same time, the program closely follows ACM guidelines for university computer science. The major provides preparation for a variety of career paths, both inside and outside the academic community. Two courses in computer programming and one course in discrete mathematics serve as general introductory courses. Four intermediate courses (core requirements) expose the fundamental principles of computer science. One year of calculus is required and should be completed as soon as possible, if at all possible by the end of the sophomore year. Beyond this, a series of elective courses is offered in which applications and advanced topics are explored. Further information, including expanded course descriptions, can be found on the department's Web site.

**Major Requirements****Introductory Courses**

These courses are prerequisites for the advanced courses and should be taken as soon as possible.

CSCI101 Computer Programming I

CSCI102 Computer Programming II

MATH114 Discrete Mathematics



## Calculus

- One year of calculus.
- MATH 120, 121 Calculus I, II or MATH124, 125 Honors Calculus I, II.

This sequence should be complete as soon as possible; we recommend by the end of the sophomore year.

## Core Courses

CSCI140 Assembly Language and Computer Organization  
CSCI160 Data Structures and Algorithms  
CSCI170 Analysis of Programming Languages  
CSCI180 Automata Theory

## Advanced Courses

Four courses in computer science at the 200 level, not including internships or reading courses except with departmental approval.

(Total: 13 courses)

## Declaring a Major

The department has a system of advising to assist students with their course selections. Department faculty are eager to help students select courses. A major must be declared no later than the second semester of the sophomore year; earlier declarations are encouraged. Students should choose an academic adviser from the department faculty as early as possible or at least by the time the major is declared.

Entering students enrolled in first-year seminars in programs outside mathematics, computer science or the natural sciences are especially encouraged to make a prompt choice of an unofficial secondary adviser in the Computer Science Department, who will be able to supplement the advice offered by their primary adviser.

## Suggested Program Sequence

It is important to begin the computer science program early. An ideal program sequence begins with CSCI101 Programming I in the fall of the first year, followed by CSCI102 Programming II and MATH114 Discrete Mathematics in the spring semester. A calculus sequence (MATH120, 121, or MATH124, 125) should be taken starting in the first year if possible, and in no case later than the second year. The four core courses should be taken as soon as possible.

The three mathematics courses required for the computer-science major are meant to ensure that all students will have the mathematical tools, which are indispensable for the study of computer science. MATH114 is a direct or indirect prerequisite for essentially all intermediate and advanced computer-science courses, and should be taken as early as possible by any student who may be interested in computer science. If it is not possible for a student to take both MATH114 and Calculus during the first year, preference should be given to MATH114.

## Reading Courses

Reading courses on special topics may be arranged with the permission of a member of the departmental faculty who will serve as supervisor. Departmental policy requires that a reading course can only be taken Pass/No Credit. Reading courses may not be substituted for 200-level courses to fulfill departmental requirements

## Honors Program

A major who maintains at least a 3.2 average (4.0 scale) in courses required for the major may apply for the departmental honors program. A student's application in writing must be directed to a prospective honors adviser or the department chair by the end of the student's junior year. Honors may be achieved in one of two ways: (1) a unified four-course sequence as a senior (some parts of which may consist of directed readings) followed by a comprehensive examination; or (2) an honors project to be presented at an oral defense or at a department seminar. This project may be an independent or joint research thesis, or it may be a programming project. Supporting course work may be required. Students interested in pursuing the honors program should consult their department adviser. The student registers for CSCI299, Sec. 8, for course credit for an honors thesis. Upon satisfactory completion of the program, the department may recommend graduation with honors, high honors or highest honors.

## Computer Science Minor

A minor in computer science consists of six courses: CSCI101-102, Computer Programming I and II, and four other courses in Computer Science (although MATH114 Discrete Mathematics may substitute for one), at least one of which is at the 200 level.

Here are some sample minors in computer science:

- Software sequence: CSCI101-102, MATH114, CSCI160, 170, and 250.
- Theory sequence: CSCI101-102, MATH114, CSCI160, 180, 270.

## Courses

### CSCI099 COMPUTERS IN OUR WORLD/LECTURE, LABORATORY

An introduction to computer technology with an emphasis on social implications where applicable. Lectures will survey topics such as history of computer development from number-crunchers to information-management systems, how computers work, networking protocols including the Internet and World Wide Web. Additionally, the course will explore data representation and programming. Students will learn binary algebra and develop two or three short programs. A laboratory component will give students hands-on experience with software applications, which demonstrate the possibilities enabled by current computer technology. There are no prerequisites; no prior computer experience is necessary. Not applicable to the major requirements in computer science. Staff/Offered periodically

### CSCI100 FIRST-YEAR SEMINAR IN COMPUTER SCIENCE

Topics are determined on a year-to-year basis. Staff/Offered periodically

### CSCI101 COMPUTER PROGRAMMING I/LECTURE, LABORATORY

An introduction to computer programming using Java. The theme is the top-down approach to problem solving. Algorithms are developed for the solutions to stated problems, then translated into Java and tested on the computer. For the laboratory component, students are expected to write approximately seven programs throughout the course. Specific topics include decision making, logic design, iteration, arrays, text files and records. Satisfies the formal-analysis requirement. No prerequisites. This course is a prerequisite for most higher-numbered computer-science courses. Mr. Chou, Mr. Green, Ms. Han, Mr. Joyce, Staff/Offered every semester



**CSCI102 COMPUTER PROGRAMMING II/LECTURE, LABORATORY**

A continuation of CSCI101, covering such topics as string manipulation, data files and their processing, collections, and dynamic data structures such as linked lists, stacks, queues and binary trees. The usage and implementation of recursion also is discussed.

Approximately six programming projects are assigned as the laboratory component of the course. These projects entail the design and implementation of programs involving the topics mentioned above.

Prerequisite: CSCI101. Mr. Chou, Mr.Green/Offered every semester

**CSCI110 DIVING INTO RESEARCH/RESEARCH GROUP****CSCI140 ASSEMBLY LANGUAGE AND COMPUTER ORGANIZATION/LECTURE, LABORATORY**

Covers fundamentals of assembly language programming such as data representation, the instruction set, addressing mode, macros, procedures, input and output facilities, assembler and linker, introduction to logic circuits and the basic machine organization of conventional computers. The goal is to understand how a computer performs various tasks that are completely hidden from the user in a high-level language. For the laboratory component, students will write several programs in assembly language. Prerequisites for this course require a grade of C or better. Prerequisite: CSCI102. Mr. Chou, Mr. Breecher/Offered every year

**CSCI160 DATA STRUCTURES AND ALGORITHMS/LECTURE, DISCUSSION, LABORATORY**

Deals with advanced data structures such as sets, trees and graphs, together with the algorithms to manipulate them. Applications to searching and sorting are discussed. Topics include: analysis of algorithms, general trees, balanced trees, priority queues, hash tables, merge-sort, quick-sort, radix sorting and searching, and elementary graph algorithms. Involves a fourth-hour problem-solving session. Programming projects are assigned for the laboratory component. Prerequisites for this course require a grade of C or better. Prerequisites: CSCI102 and MATH114. Mr. Chou, Mr. Green/Offered every year

**CSCI170 ANALYSIS OF PROGRAMMING LANGUAGES/LECTURE**

Deals with the issues of the design and implementation of programming languages from both the syntactic and the semantic point of view. Topics include: the representation of rules of syntax, using context-free grammars, parsing, semantic constructs, control structures, implementation of procedures and parameters, implementation of recursion and an introduction to the organization of compilers. A typical group term project may be to design and implement a compiler or interpreter for the actual implementation of some language. Prerequisites for this course require a grade of C or better. Prerequisites: CSCI102 and MATH114. Mr. Joyce, Mr. Green/Offered every year

**CSCI180 AUTOMATA THEORY/LECTURE, DISCUSSION**

Studies the abstract models of machines and languages recognized by them and introduces the concept of computability. Begins with a review of sets, functions and relations, then continues with finite automata and regular languages, pushdown automata and context-free grammars, grammar transformations and normal forms, and finally the mathematical model of modern computers: Turing machines and computable functions. Some examples of unsolvable problems, such as the halting problem, will be discussed. Involves a fourth-hour problem-solving session. Prerequisites for this course require a grade of C or

better. Prerequisites: CSCI102 and MATH114. Mr. Chou, Mr. Green, Mr. Joyce/Offered every year

**CSCI201 PROSEMINAR IN COMPUTER SCIENCE/SEMINAR**

The presentation of topics in computer science by and for senior undergraduates. These presentations acquaint students with diverse subjects, introduce them to researching known topics and give them practice in presenting material to their peers. Faculty members will also present some research topics. Possible areas the topics may be drawn from might include robotics, networking, NP complete problems, neural networks, expert systems, parallel algorithms. Prerequisites for this course require a grade of C- or better. Prerequisites: CSCI160 and CSCI170. Staff/Offered periodically

**CSCI210 ARTIFICIAL INTELLIGENCE/LECTURE, LABORATORY**

Focuses on the fundamental ideas of artificial intelligence and programming in Lisp. Topics included are knowledge representation schemes, problem representation through explicit models, search techniques, analogy and pattern recognition, natural language parsing and planning. Students implement the above ideas through computer programs written in Lisp. Language instruction is provided in Lisp (or Prolog), although no prior knowledge of these programming languages is assumed. Prerequisites for this course require a grade of C- or better. Prerequisite: CSCI160. Mr. Xuan/Offered every year

**CSCI215 OPERATING SYSTEMS/LECTURE, LABORATORY**

Studies the structure, performance and design of operating systems. Topics include concurrency, deadlocks, scheduling and memory management. Various operating systems may be examined and compared. Students will design and implement parts of operating systems. Prerequisites for this course require a grade of C- or better. Prerequisite: CSCI160. Mr. Breecher, Mr. Green/Offered every other year

**CSCI220 DATABASE MANAGEMENT AND SYSTEMS DESIGN/LECTURE**

An advanced course on the realities of database technology. Emphasizes the goals of database management: performance, data integrity, future compatibility and versatility. The concept of the data model is examined and a specific database is discussed. Concentrates on database design and specification. Prerequisite: CSCI160. Mr. Chou/Offered every other year

**CSCI230 COMPILER DESIGN/LECTURE, LABORATORY**

A continuation of CSCI180 Automata Theory. It uses the automata and grammars introduced in CSCI180 to design translators (compilers) for programming languages. Topics include lexical analysis, top-down parsing, bottom-up parsing, syntax-directed translation, type checking, run-time environment, code generation and an introduction to code optimization. A typical term project is to write a compiler for a simple programming language such as a subset of C or Pascal. Prerequisites for this course require a grade of C- or better. Prerequisites: CSCI160 and CSCI180. Mr. Chou, Mr. Green/Offered every other year

**CSCI240 COMPUTER ARCHITECTURE/LECTURE**

A study of the design of computers. Topics include the design of combinatorial and sequential circuits, design methodology of a basic computer, central processor organization, microprogramming, memory organization, input-output organization and arithmetic processor design. As time permits, further topics, such as vector and parallel processing, are discussed. A functional, logical (theoretical) approach is adopted. PHYS219 Electronics Laboratory is recommended so that stu-



dents gain hands-on experience with computer chips. The science of design is stressed together with the existing machines. Prerequisites for this course require a grade of C- or better. Prerequisite: CSCI140.

Mr. Breecher/Offered every other year

#### **CSCI250 SOFTWARE ENGINEERING/SEMINAR**

Students consider the life cycle of large software projects, beginning with the elicitation and definition of users' requirements and continuing through software design, documentation, coding, testing and maintenance. Topics include: modularity, coupling, cohesion, transformational and transactional structures and testing strategies. Working in teams, students gain practical experience developing software to solve concrete problems. Prerequisites for this course require a grade of C- or better. Prerequisites: CSCI160 and CSCI170. Mr. Breecher, Ms. Han, Mr. Xuan/Offered periodically

#### **CSCI260 COMPUTER GRAPHICS**

This course provides an introduction to computer graphics with an emphasis on the underlying theory and on the use of the graphics library OpenGL as application programming interface (API). We will study the theoretical foundations and algorithmic issues in class and will learn and use OpenGL as the particular API for writing graphics programs in programming assignments. Prerequisites for this course require a grade of C- or better. Prerequisites: Data Structures and Algorithms (CSCI160) and familiarity with matrix algebra (MATH130), or instructor's permission. Ms. Han/Offered every other year

#### **CSCI265 ROBOTICS/LECTURE, LABORATORY**

This course presents an introduction to robotics. In addition to algorithmic issues, the course will cover related engineering and system topics and discuss current research problems. Topics covered include hierarchical paradigms, biological foundations, robot actuators and sensors, sensing techniques, kinematics, and dynamics, control, localization and motion planning. Students will get hands on experience through computer simulation or physical experiments with robot project-component kits. Prerequisites for this course require a grade of C- or better. Students should be interested in geometric concepts and algorithms and have good programming skills. Prerequisites: Data Structures and Algorithms (CSCI160) and familiarity with matrix algebra (MATH130), or instructor's permission. Ms. Han/Offered every other year

#### **CSCI270 THEORY OF COMPUTATION/LECTURE**

Studies the nature and formal models of computation (by computers), its power and limitation (computability versus uncomputability), the computational complexity of various problems and the applications in logic and computer science. Turing machines, general recursive functions and other standard models of computation are introduced. Other aspects of recursion theory, such as unsolvable problems and recursively enumerable languages, are introduced. We also address the more practical question, "What is an efficient program?" in an introduction to modern complexity theory. Prerequisites for this course require a grade of C- or better. Prerequisite: CSCI180. Mr. Chou, Mr. Green/Offered every other year

#### **CSCI280 COMPUTER NETWORKS/LECTURE, LABORATORY**

Provides an introduction to the theory and practice of the design of computer and communications networks. The TCP/IP Model will be used as the framework with the course progressing through the physical, data link, network and transport layers. Analysis of network topologies and protocols, including performance analysis, is treated.

Current network types including local-area and wide-area networks are introduced, as are evolving network topologies. Laboratory exercises include the design and implementation of projects such as simulation of the network/transport layer functions, routing, congestion control, an Ethernet controller, applications using TCP/IP or remote procedure calls. There may be extensive network programming assignments. Prerequisites for this course require a grade of C- or better. Prerequisite: CSCI160. Mr. Breecher/Offered every year

## **ECONOMICS**

### **Program Faculty**

Maurice Weinrobe, Ph.D., *Chair*

Sang Hoo Bae, Ph.D.

Daniel Bernhofen, Ph.D.

Madhavi Bokil, Ph.D.

John Brown, Ph.D.

Myles Callan, Ph.D.

Jacqueline Geoghegan, Ph.D.

Wayne Gray, Ph.D.

Amy Ickowitz, Ph.D.

### **Emeriti Faculty**

Howard W. Nicholson, Ph.D.

Attiat Ott, Ph.D.

Roger C. Van Tassel, Ph.D.

Emiel C. Veendorp, Ph.D.

### **Program Overview**

Economics offers a flexible yet consistent framework for understanding key issues facing the economy and society—from globalization of international trade and finance to global warming. The major and minor in economics offer students an opportunity to learn the key elements of this framework and provide them with ample opportunities to apply it to a wide range of key economic issues. The Ph.D. program enriches the intellectual community in economics with opportunities for undergraduates to get to know advanced students in economics and for students to take advanced courses in statistics and economic theory not typically available to undergraduate majors.

Since it first attempted to explain the growth and wealth of nations more than two hundred years ago, economics has evolved into a modern social science that combines a coherent analytical framework with careful analysis of information to understand how economies work and develop, and the consequences of economic policies and policy change. It applies the basic logic of individual choice and market forces to explore the tradeoffs inherent in addressing many of the key concerns on today's agenda: ensuring rising living standards in developed and developing countries, assessing the impacts of international trade, and identifying the wisest use of scarce environmental resources, among many others.

The major in economics builds on the expertise the student develops in the first two semesters of courses. It combines a solid background in the core of economic analysis with a wide range of applied courses that investigate the most important fields of economics and many important topics. The capstone experience, honors program, internships and study abroad offer opportunities for majors to acquire research experience, apply economics in government or business and deepen their understanding of economic issues.



The economics major also provides skills that are highly valued in a number of careers and graduate programs. The economics major emphasizes developing skills of careful thinking and analysis in combination with the application of those skills in actual settings. Law schools welcome the background economics provides in logical thinking. Government agencies and graduate programs in public policy or economics appreciate the systematic approach to understanding the economy offered by economics. Business schools and businesses find the facility the economics major acquires in analytical thinking and quantitative methods of analysis attractive.

## Major Requirements

The requirements for the major include 12 courses overall: five required core courses in quantitative methods and economic theory; five elective courses in economics; and two related courses in fields outside of economics. A course including a capstone experience must be taken during the senior year. Majors must have a grade-point average of 2.0 for the 10 required economics courses.

Upon declaring the major, students also choose an adviser from among the economics faculty. Students are encouraged to use their initial meetings with their adviser to develop a program that meets their interests and goals. For example, a student concerned about environmental change and developing countries may combine course work in Environmental Economics (ECON157 or ECON257) with Population Economics (ECON247) and Economic Development (ECON128 or ECON 228). Students planning on graduate work in economics should consult their adviser early on. Graduate work in economics demands strong mathematical skills, including calculus and other courses in math.

## Core Courses

The five core courses provide all students with a common language and a common set of skills that ensure the student is prepared for study of the subfields of economics in the 100- and 200-level elective courses. They also enhance the student's understanding of economic analysis. ECON010 provides an introduction to the economic way of thinking using a comparative approach. First-year students may also elect to take a first-year seminar course (ECON100) that provides an in-depth look into key economic issues, such as international economic relations or population in place of ECON010. Either of these courses is the prerequisite for all 100-level courses and ECON011. ECON011 provides students with an overview of the key analytical tools of economics and is the prerequisite for all 200-level courses.

Courses in intermediate microeconomics (ECON205) and intermediate macroeconomics (ECON206) deepen the major's understanding of the economic analysis of individual and firm choices, markets, and the economy as a whole. Course work in statistical analysis (ECON160) acquaints students with how information can be used to confront hypotheses suggested by basic economic analysis. A minimum grade of C- must be earned in each of the required core courses.

## Economics Electives

The five economics electives and the two related courses provide the student with the opportunity to pursue more focused interests within the major. Courses at the 100-level, which are open to all students who have completed ECON010 or ECON100, generally provide students with an in-depth look at the institutions and policies important in understanding economies. Courses at the 200 level, which

require prior completion of ECON011, provide a more comprehensive introduction to the literature of economic analysis in an area.

Economics majors are required to take at least three of their electives at the 200 level.

Elective offerings include such fields of economic inquiry as international trade and finance, economic development, public budgetary and tax policy, monetary economics and labor, as well as topical courses in areas such as health economics, comparative economics (Asia and Europe), environmental economics, the economics of population, economic history and the economics of sport.

Students are encouraged to group their electives around their own particular interests. Brochures available from the department provide detailed suggestions on the appropriate economics electives and related courses for students with interests in international economics, development and the environment.

## Related Courses

Economics majors must also complete two courses that are offered outside of the economics department, yet are related to the goals of the economics major. Some courses will satisfy the related course requirement under all circumstances. They include math courses at the level of calculus or above, management courses in accounting, finance, management and information systems (MIS) and operations management, computer-science courses and some courses in economic geography.

Other courses can also meet this requirement provided they complement the program a student has developed. For example, many courses in international development would provide an important background for a student who has taken Economic Development (ECON128 or ECON228), or a student with an interest in government tax and budget policy may want to take additional courses in government. The departmental faculty adviser can provide suggestions for related courses of this type.

## Capstone

Taken during the student's final year in the major, the course that fulfills the capstone requirement offers an opportunity for the student to draw upon the skills and background acquired during the previous years of study. The capstone courses allow students to acquire in-depth knowledge of a topic of interest using a combination of economic analysis and empirical research. The capstone course counts as one of the five economics electives.

There are three ways of meeting the capstone requirement:

- a) Participation in the honors program (see below)
- b) 200-level economics research course. Currently, all 200-level courses include a capstone component.
- c) Independent study course. For students unable to meet the capstone requirement through (a) or (b), arrangements can be made for individually directed research work.

Students must submit the capstone declaration form with the instructor's signature to the Economics Department when enrolling in a course that they have designated as their capstone.



## Honors Program

Economics majors with outstanding academic records (a GPA of 3.4 in economics courses, 3.0 overall) may be accepted by the department as candidates for departmental honors. For students to receive departmental honors, they must also successfully complete an honors thesis. Prospective candidates for honors should develop a proposal for the thesis and identify a faculty supervisor during the second semester of the junior year. During the fall of the senior year, the students will enroll in ECON297 Honors. The student then writes a thesis under the direction of a faculty supervisor. During the spring of the senior year the thesis is evaluated by the department for possible departmental honors.

## Economics Minor

Students majoring in another discipline often discover that a minor in economics can provide a background that can complement their major and allow them to explore an interest in economics. The minor requires a minimum of six courses in economics including ECON010 and ECON011. Of the remaining four courses, at least two of them must be at the 200 level. Only courses with a final grade of C- or better will be counted toward the minor.

## Graduate Program

Clark University offers a unique program of graduate study and research leading to the doctor of philosophy in economics. The economics faculty provides students with an excellent opportunity for qualified students to develop proficiency in economic theory, econometrics and their chosen fields of specialization. The design of the Ph.D. program emphasizes that students acquire experience carrying out independent research. The collegial size of the program ensures students ample opportunities to work with faculty.

## Institute for Economic Studies

The Institute for Economic Studies was established in 1980 with an initial grant from the John M. Olin Foundation. The institute's main objectives are to research significant economic policy issues facing the nation and to disseminate the results of the research to a broad audience through conferences and publications.

The institute provides a framework within which international scholars engage in cooperative research and exchange of ideas. The institute's activities are supported through annual private grants. The director of the institute is Professor Attiat F. Ott.

## Requirements for the Ph.D.

The requirements for the Ph.D. include a core of four courses in economic theory and three in mathematical economics and econometrics; qualifying examinations in microeconomic and macroeconomic theory; completion of two fields of the student's choice; completion of two elective courses; and the dissertation. Where appropriate, graduate students may elect to take a limited amount of work in related courses offered by other departments. At least two full academic years of graduate work or the equivalent in part-time work in residence at Clark are required. Some teaching and research experience at Clark, or other such teaching and research as the department may regard as equivalent, is strongly encouraged.

Ph.D. students can satisfy the requirements for econometrics and mathematical economics by passing designated courses offered in the

department, or in the case of prior preparation, by passing a test given by the department. The student meets the economic theory requirement by satisfactory completion of the theory courses ECON301, 302, 303 and 304, and by passing two preliminary examinations.

Fields of specialization and/or electives may be selected from among the following: applied econometrics, industrial organization/international trade, international macro/international trade, urban and environmental economics, development economics, environment/development economics, spatial economics. At least two field courses are offered annually. Typically, two fields or one field and two electives are taken during the second year, and the remaining requirement is completed during the third year. Students must take both fields within the economics department. Successful completion of each field requires a passing grade (minimum of B-), in all field courses and completion of any other requirements designated by the professor responsible for the field. Students are required to present at least one paper written to meet field requirements to the departmental seminar. Electives should be chosen to provide depth to the Ph.D. students background in economics or breadth needed to carry out dissertation research.

Preparation for writing the dissertation begins during the third year, when the student starts writing the dissertation prospectus. The prospectus lays out the intellectual motivation for the dissertation and the research plan designed to complete it. The dissertation must be an original contribution to knowledge that is based upon independent research, convincingly presented and acceptably written. The dissertation must be completed within five years of passage of the preliminary examinations. If it is not, the student must successfully retake the preliminary examinations in economic theory before defending the dissertation. Under certain circumstances, published articles may be accepted by the department instead of a dissertation.

The student presents the completed dissertation prospectus at an informal conference with all graduate students and faculty invited to attend. After the presentation, the primary adviser, in consultation with the chair of the department, appoints the dissertation committee if the topic is judged feasible. Upon completion of the dissertation in a form acceptable to the committee, the candidate makes a copy of the dissertation available to the department, the faculty and the graduate students for two weeks prior to the dissertation defense. The defense is presented at a seminar open to all faculty and graduate students in the department. Final approval of the dissertation is granted by the committee after consideration of any suggested changes or questions arising from the seminar. Students enrolled in the Ph.D. program may be awarded the M.A. degree upon satisfactory completion of a two-year residency and the preliminary exams. In the case of students who do not continue toward the Ph.D., the M.A. may be awarded upon satisfactory completion of twelve required courses. A student should discuss program plans with the graduate student adviser before registration day and secure approval of the course program.

Scholarship assistance for students admitted to the Ph.D. program is available. Full or partial tuition remission may be granted to particularly well-prepared students. In addition, several teaching assistantships are awarded, enabling graduate students to gain experience in undergraduate instruction. These cover remission of tuition and a cash stipend. Employment as a research assistant is also available for some well-qualified students.



## Courses

### **ECON010 ECONOMICS: A COMPARATIVE APPROACH/LECTURE, DISCUSSION**

Introduces the vital contribution economics can make to systematic thought and understanding by analysis of important current policy issues. Rather than emphasizing economic theory, the course begins with a comparative analysis of issues in the social sciences that are of obvious and important concern. From a study of issues, the course proceeds to show how development and use of some basic economic concepts can aid materially in the analysis. Open to first-year students. Multiple sections. Staff/Offered every semester

### **ECON011 PRINCIPLES OF ECONOMICS/LECTURE, DISCUSSION**

Introduction to economic analysis. Develops a set of economic concepts used in the 200-level courses offered in the department. Elements of price and income theory are emphasized. Policy questions are treated both to reinforce concepts and to illustrate applicability of the analysis. Open to first-year students. Prerequisite: ECON010. Staff/Offered every semester

### **ECON100 EFFICIENCY, JUSTICE, AND FREEDOM/FIRST-YEAR SEMINAR**

The department of economics regularly offers a first-year seminar. This year the seminar will examine issues which lie on the border of economics and philosophy. The course introduces students to the way in which economists view efficiency and why capitalism is believed by many to engender efficiency. Students will examine different notions of justice and analyze the impacts of different conceptions of justice on economic and social systems. We will explore different views of 'freedom' and how the concept of freedom interrelates with the other themes of the course. Throughout the course students will be examining how institutions in the U.S. and other societies are set up to address these issues and evaluate their performance. ECON100 is a substitute of ECON010, and fulfills the values perspective. Staff/Offered periodically

### **ECON108 INTERNATIONAL ECONOMICS: TRADE AND FINANCE/LECTURE, DISCUSSION**

Reviews the basic principles of international economics. Examines policy issues in international trade and foreign investment, and explores policy alternatives. Not a prerequisite for ECON207 or 208, but may be taken in preparation for them. Prerequisite: ECON010 or 100. Staff/Offered every year

### **ECON113 MONETARY ECONOMICS: THEORY AND POLICY/LECTURE, DISCUSSION**

Monetary economics investigates the structure of the financial system, the institutions and customs of that system and the role of money in the economy. The macroeconomics of money and the role of the Federal Reserve (and other central banks) are studied. Prerequisite: ECON010 or 100. Mr. Weinrobe/Offered every year

### **ECON125 HEALTH ECONOMICS/LECTURE, DISCUSSION**

Examines the economic processes and activities of health-care systems and institutions. Major issues including competition, role of governments and insurance are among the topics that are investigated to assist students in understanding how economic considerations affect the delivery of care. Prerequisite: ECON010 or 100. Staff/Offered periodically

### **ECON126 PUBLIC POLICY TOWARD BUSINESS/LECTURE, DISCUSSION**

Examines the various types of industrial organization, the degrees of monopoly in competition, and the development of public policies that affect business. Among issues traced are the development of antimo-

nopoly regulation, consumer protection and public utilities. Business performance and government regulations are related to criteria from economic theory. Prerequisite: ECON010 or 100. Staff/Offered periodically

### **ECON128 - ECONOMIC DEVELOPMENT/LECTURE, DISCUSSION**

This course is an introduction to development economics. Students examine the major theories of economic development, the major problems confronting less developed countries, and the policies and strategies appropriate for economic development. Some of the topics discussed include: Poverty and inequality, education and health, the relationship between population and development, international trade, and sustainable development. Offered in alternate years with ECON228. Students may not receive credit for both ECON128 and ECON228. Prerequisite: ECON010 or ECON100. Ms. Ickowitz/Offered every other year

### **ECON157 - THE ECONOMICS OF NATURAL RESOURCES AND THE ENVIRONMENT/LECTURE**

A review of political economic problems associated with such natural resources as land, water and energy goods, as well as a resource common to all of us, our natural environment. Topics include the assessment of environmental impacts within market-oriented economics and the use of economics in policy designed to address environmental issues such as air pollution, global warming, biodiversity and suburban sprawl. Prerequisite: ECON010 or 100. Ms. Geoghegan/Offered periodically

### **ECON160 - INTRODUCTION TO STATISTICAL ANALYSIS/LECTURE, DISCUSSION**

Examines basic concepts and techniques of statistical method in economic analysis: descriptive statistics, probability theory, sampling distributions, hypothesis testing and simple and multiple regression. Staff/Offered every semester

### **ECON205 MICROECONOMIC THEORY/LECTURE, DISCUSSION**

Describes and analyzes how a market-oriented economy functions in answering the five basic economic questions: (a) What commodities to produce? (b) How much of each to produce? (c) What productive techniques to use and how to provide incentives? (d) How to distribute the output among the various members of society? (e) What provision to make for the future? Interspersed with theory, the course contains frequent examples that demonstrate the use of microeconomics in solving problems faced by decision makers in both the private and public sectors. Prerequisite: ECON011. Ms. Geoghegan, Mr. Gray, Mr. Bae/Offered every semester

### **ECON206 MACROECONOMIC THEORY/LECTURE, DISCUSSION**

Macroeconomics is one of the core elements of economics. The subject includes the study of the determinants and behavior of the aggregate economy, including income, employment and the price level. The economy is examined at a point in time (statics) as well as over time (dynamics). Prerequisite: ECON011. Mr. Weinrobe, Mr. Callan/Offered every semester

### **ECON207 INTERNATIONAL TRADE THEORY/LECTURE, DISCUSSION**

Studies international trade theory and policy at the intermediate level. Examines the fundamentals of international trade theory: comparative advantage, gains from trade, neoclassical trade theory, trade and income distribution. Traditional and modern instruments of protectionism, arguments for and against free trade and the role of international institutions are discussed. Prerequisite: ECON011; ECON205 is recommended. Mr. Bernhofen/Offered every year



**ECON208 INTERNATIONAL MONETARY THEORY/LECTURE, DISCUSSION**

International macroeconomics at the intermediate level. The fundamentals of international finance are studied: operations of international currency markets, the concept of the balance of payments and fixed versus flexible exchange-rate regimes. Analyzes macroeconomic policies under different exchange-rate regimes; theories of exchange-rate determination and the working of different international monetary regimes. Prerequisite: ECON011; 206 is recommended. Mr. Callan, Mr. Bernhofen/Offered periodically

**ECON222 - LABOR/LECTURE, DISCUSSION**

Applies the concepts of labor supply and labor demand in a basic model of labor markets. The model is used to analyze the results of the labor market: wages, employment and unemployment. The analysis is modified to allow for market imperfections and nonmarket forces, including trade unions and the government. Further topics include wage discrimination and income inequality. Prerequisite: ECON011. Mr. Gray/Offered every other year

**ECON225 HEALTH POLICY/LECTURE, DISCUSSION**

Analyzes the role economics plays in shaping U.S. health policy. Among issues discussed are: health as a "priceless" commodity, the relationship between health and wealth, moral hazard of health outcomes in relation to medical intervention, the consequences of longevity for the cost of medical intervention and quality of life. Access to health care, especially lack of health insurance, is examined within alternative delivery systems: nationalized versus private-public mix. Future health policies for the United States are discussed in the context of intergenerational allocation of societal resources between the young and the old. Prerequisite: ECON011 or permission of instructor. Staff/Offered every other year

**ECON226 INDUSTRIAL ORGANIZATION/LECTURE, DISCUSSION**

Takes the concepts learned in Intermediate Microeconomic Theory to the next level. More complicated theories of firm behavior are examined. By allowing issues such as product differentiation and imperfect knowledge to enter the analysis, students gain access to more realistic views of industrial structure and performance. Practical applications of these theories can then be examined through the use of specific industry studies. Prerequisite: ECON011. Mr. Bae/Offered periodically

**ECON228 ECONOMIC DEVELOPMENT/LECTURE, DISCUSSION**

Examines the major theories of economic development, the major problems confronting less developed countries, and the policies and strategies appropriate for economic development. Topics include agricultural development, income distribution, industrialization strategies, foreign aid and investment, population, labor and employment. This course is more rigorous than ECON128 and presumes a stronger background in economics. Offered in alternate years with ECON128. Prerequisite: ECON011. Ms. Ickowitz/Offered every other year

**ECON243 AMERICAN ECONOMIC HISTORY/LECTURE, DISCUSSION**

Offers a comprehensive survey of the development of the United States economy from a colonial backwater to a leading industrial power. It emphasizes the use of economic reasoning to understand historical controversies such as the struggle over slavery, the causes of the Great Depression, discrimination in labor markets, and the rise of the American export economy. Fulfills Historical Perspective. Prerequisite: ECON011. Mr. Brown/Offered periodically

**ECON244 EUROPEAN ECONOMY: EAST AND WEST/ LECTURE, DISCUSSION**

Offers a critical examination of European approaches to economic policy. In the West, these include the modern welfare state (widely available health care and housing), a more heavily regulated labor market, and moves toward a common market and currency. In the East, governments relied upon central planning and state ownership, even scoring some initial successes. Blending the tools of economic analysis with a close look at policies, this course will offer answers to these questions and an introduction to the economic challenges facing Western and Eastern Europe in the aftermath of the revolutions of 1989. Prerequisite: ECON011. Mr. Brown/Offered every other year

**ECON245 THE HISTORY OF GLOBAL ECONOMY/LECTURE, DISCUSSION**

Provides students with a comprehensive introduction to the history of the global economy. Using straightforward tools of economic analysis, we study the debate over the origins of the global economy, the growth of it before World War I, its destruction during the Great Depression, and its re-emergence during the past 50 years. The course focuses on the potential impacts of globalization on economic growth, the distribution of benefits (and costs) and the role played by colonialism and imperialism. Fulfills the Historical Perspective. Prerequisites: ECON011. ECON108 or ECON208 recommended. Mr. Brown/Offered every other year

**ECON247 ECONOMICS OF POPULATION/LECTURE, DISCUSSION**

The economics of population, economic demography, is the analysis of the economic forces that influence population and the demographic factors that affect traditional economic variables. The subject has strong ties to the economics of development, labor, health and macroeconomics, as well as to other disciplines of the social sciences. Prerequisite: ECON011. Mr. Weinrobe/Offered every other year

**ECON250 ECONOMICS OF SPORT/LECTURE, DISCUSSION**

Applies economic analysis to the sports industry. While the primary focus is on professional team sports, individual and amateur sports are covered as well. Labor relations, antitrust law, public subsidization of sports facilities, discrimination and sports broadcasting are among the topics that are covered from an economics perspective. Prerequisite: ECON011. Staff/Offered periodically

**ECON257 ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS**

Examines some of the issues associated with the economics of natural resources and the environment. Topics discussed, at both the theoretical and empirical level, are chosen from the following: the theory and analysis of renewable and nonrenewable resources, resource scarcity and the economy, sustainable development and the measurement of the benefits and costs of environmental regulation. Proper policies are discussed to encourage resource conservation, the problems of common property resources and the use of economic incentives to internalize environmental externalities. Prerequisite: ECON011 (LAS 256) Ms. Geoghegan/Offered periodically

**ECON261 TOPICS IN STATISTICS/LECTURE**

This course provides a detailed theoretical foundation for econometric analysis. The emphasis is on the development of fundamental statistical concepts of inference and hypothesis testing from a classical perspective using the tools of probability theory. Topics that we will investigate include sampling and sample distributions, graphical data analysis, point and interval estimation, hypothesis testing and an introduction to Bayesian inference. Prerequisite: MATH217 or ECON260. Staff/Offered periodically



**ECON265 ECONOMETRICS**

This course deals with the application of statistical methods to economics. The objective is to expose students to economic model building, testing the model statistically, and applying the model to practical problems in forecasting and analysis. By understanding the theoretical and econometric basis of equations, students gain proficiency in formulating, estimating and interpreting testable relationships on their own. Prerequisite: ECON011 and 160. Staff/Offered periodically

**ECON271 INTRODUCTION TO MATHEMATICAL ECONOMICS/LECTURE, DISCUSSION**

An introductory survey of the use of mathematical methods in economic analysis. Topics include elements of linear algebra, optimization and differentiated equations. Prerequisite: ECON011 and permission of instructor. Offered for variable credit. Staff/Offered every year

**ECON273 FORECASTING/LECTURE, DISCUSSION**

Investigates a number of forecasting techniques commonly used in economic analysis. Among the techniques covered are time series analysis, econometric models, simulation models and expectations surveys. Prerequisites: ECON011 and 160 or equivalent. Mr. Callan/Offered periodically

**ECON277 URBAN ECONOMICS/LECTURE, DISCUSSION**

Urban economies provide most of the employment in the developed world and the most dynamic sector of developing economies. Cities are also home to a growing share of the world's residents. This course offers an overview of two key dimensions of the economies of urban areas: the process of agglomeration and the forces shaping where people live and work. The course applies theoretical insights from urban economics to questions facing urban areas, including the question of overurbanization, urban sprawl, spatial segregation by race and income, and housing. Our discussion draws upon examples from Beijing to Berlin to Worcester. Prerequisite: ECON011. Mr. Brown/Offered every year

**ECON297 HONORS**

Students work on an individual basis with a faculty member on an intensive piece of research, culminating in an honors thesis. A student desiring departmental honors must register for one semester of ECON297 in the fall of the senior year. Required for departmental honors. Prerequisite: permission of instructor. Staff/Offered every year

**ECON298 INTERNSHIP**

Students spend a semester working full or part time outside the University as part of their academic experience. To qualify, the internship experience must significantly involve an extension, embodiment or illustration of previous or concurrent, systematic academic work in economics. Offered for variable credit. This course does not count toward the economics major. Staff/Offered every year

**ECON299 INDEPENDENT STUDY**

Offered for variable credit. Staff/Offered every year

**ECON301 MICROECONOMICS-FOUNDATIONS/SEMINAR**

Mr. Bernhofen, Mr. Brown/Offered every year

**ECON302 MICROECONOMICS-TOPICS/SEMINAR**

Mr. Gray, Mr. Bae/Offered every year

**ECON303 MACROECONOMICS/SEMINAR**

Mr. Callan/Offered every year

**ECON304 MACROECONOMICS/SEMINAR**

Mr. Callan/Offered every year

**ECON307 INTERNATIONAL ECONOMICS/SEMINAR**

Mr. Bernhofen

**ECON308 OPEN ECONOMY MACROECONOMICS**

Mr. Callan

**ECON322 LABOR ECONOMICS/SEMINAR**

Mr. Gray/Offered every other year

**ECON326 INDUSTRIAL ORGANIZATION/SEMINAR**

Mr. Bae

**ECON328 ECONOMIC DEVELOPMENT/SEMINAR**

Ms. Ickowitz/Full-year course. Offered every other year

**ECON357 ENVIRONMENTAL ECONOMICS/SEMINAR**

Ms. Geoghegan

**ECON360 PROBABILITY AND STATISTICS/LECTURE**

See Mathematics 217.

**ECON361 TOPICS IN STATISTICS/LECTURE**

See Economics 261.

**ECON366 APPLIED ECONOMETRICS/SEMINAR**

Mr. Gray/Full-year course. Offered every other year

**ECON371 INTRODUCTION TO MATHEMATICAL ECONOMICS/LECTURE, DISCUSSION**

See Economics 271.

**ECON373 FORECASTING**

Mr. Callan

**ECON377 URBAN ECONOMICS/SEMINAR**

Mr. Brown/Offered every other year

**ID30247 ECONOMICS OF POPULATION/LECTURE, DISCUSSION**

See Economics 247.

**IDCE328 ECONOMIC DEVELOPMENT/LECTURE, DISCUSSION**

See Economics 228.

**MATH217 PROBABILITY AND STATISTICS/LECTURE**

See Mathematics 217.



## EDUCATION

### Program Faculty

Thomas Del Prete, Ed.D.; *Chair*

John Ameer, Ed.D.

Thomas Berninghausen, Ph.D.

S. Leslie Blatt, Ph.D.

Sharon A. Griffin, Ph.D.

Letina Jeranyama, Ph.D.

Sarah Michaels, Ph.D.

Maureen Reddy, Ed.D.

Heather L. Roberts, Ph.D.

David Zern, Ph.D.

### Clinical Faculty

Holly Dolan-Rourke, M.Ed.

Nathaniel C. Seale, M.Ed.

Marlene Shepard, M.A.

### Program Overview

Programs offered through the Education Department and the Jacob Hiatt Center for Urban Education build on and extend students' work in the liberal arts. Programs accommodate both those students who are preparing to assume professional roles in education and those interested in learning about education for its own sake.

The Education Department, Jacob Hiatt Center for Urban Education, and liberal-arts faculty work together in collaboration with the Worcester Public Schools to provide students with outstanding programs in urban-teacher education. These programs correspond to requirements for teacher licensure in the Commonwealth of Massachusetts.

Programs are designed to qualify both undergraduate and graduate students for the initial license at the elementary, middle and secondary teaching levels. The initial license is the second level of licensure in Massachusetts and qualifies students to teach in Massachusetts and most other states.

### Core Values and Commitments

- Preparing students to work with diverse groups of children in urban settings, with emphasis on understanding the role of language and culture in education.
- Developing teachers as reflective learners and practitioners able to build learning communities with both children and adults, in part by introducing them to various "ways of knowing" in the liberal arts.
- Developing teachers as researchers disposed and able to inquire into their own teaching practice and children's learning.
- Collaborating among education faculty, liberal-arts faculty, researchers, teachers and students in the professional-development school partnership between Clark and the Worcester Public Schools.
- Exposing students to exemplary learning programs for children in the professional-development schools established through the efforts of the Hiatt Center, Education Department and Worcester Public Schools.

## Major Requirements

### Initial Teacher Licensure

In order to qualify for the initial teaching license in Massachusetts, a student must earn (or hold) a bachelor's degree in the arts and sciences. Undergraduates must complete a disciplinary or interdisciplinary major and take courses that fulfill state standards in her/his instructional field(s). All students must take courses that meet the state professional standards for teachers, and must pass the Massachusetts Tests for Educator Licensure.

The Education Department and the Hiatt Center offer programs leading to the initial license at the elementary, middle and secondary levels for both undergraduate and graduate students. Each program integrates course work with field experiences in professional-development schools under the guidance of education faculty and expert practitioners. Qualified undergraduates may complete a program for the initial license during a tuition-free fifth year as B.A./M.A. participants in the Master of Arts in Teaching program (see Clark Accelerated B.A./M.A. program requirements).

### Elementary (Grades 1-6) Initial Licensure Program

EDUC152 Complexities of Urban Schooling (required for undergraduates only)

EDUC260 Literacy Development

EDUC261 Human Development and Learning

EDUC282 Ways of Knowing in the Arts

EDUC283 Ways of Knowing in History/Social Sciences

EDUC284 Ways of Knowing in the Humanities

EDUC286 Ways of Knowing in the Physical and Natural Sciences

EDUC287 Ways of Knowing in Mathematics

EDUC288A Practicum: Elementary Teaching and Learning

EDUC288B Seminar in Elementary Teaching and Learning

Students seeking to qualify for the elementary-teaching license must take a range of courses in the arts and sciences that correspond to state subject matter knowledge requirements. This requirement may affect a student's choice of liberal-arts major. Students should contact the elementary program coordinator in the Education Department as early as possible to discuss this and other program requirements.

### Middle School (Grades 5-8) Initial Licensure Program

(In the following areas: biology, English, general science, history, mathematics and physics)

EDUC208 Literacy Across the Curriculum

EDUC152 Complexities of Urban Schooling

EDUC261 Human Development and Learning or

PSYC150 Development in Child and Adolescent

EDUC270A Becoming an Effective Middle-School Educator

One "Ways of Knowing" course corresponding to teaching field (see list above)

EDUC278A Practicum: Middle-School Teaching and Learning

EDUC278B Seminar in Middle-School Teaching and Learning

### Secondary (Grades 8-12) Initial Licensure Program

(In biology, chemistry, English, French, history, mathematics, physics, Spanish and visual arts)

EDUC208 Literacy Across the Curriculum

EDUC261 Human Development and Learning **or** EDUC190

Experience of Adolescence



EDUC270B Becoming an Effective Secondary-School Educator **or** EDUC272

EDUC271 Cultures of American Schools **or** EDUC152

Complexities of Urban Schooling

EDUC272 Focusing on a Discipline **or** EDUC270B

One "Ways of Knowing" course corresponding to teaching field (see list above)

EDUC279A Practicum: Secondary-School Education

EDUC279B Seminar: Secondary-School Teaching and Learning

### **Accelerated Degree Program**

Education offers an accelerated B.A./Master's degree program to eligible students. For more information, visit <http://www.clarku.edu/accelerate>.

### **Graduate Programs**

#### **Urban Education and Teacher Research**

The master's program in urban education and teacher research is designed for full-time students (including undergraduates who qualify for both the initial teaching license and the fifth-year B.A./M.A. program). This one year, 10 course program provides well-rounded experiences: core courses in the areas of culture, language, teaching and teaching research; extensive teaching responsibility in professional-development schools under the guidance of education faculty and expert practitioners; intensive summer institute courses with arts and sciences, education and K-12 teaching faculty; course work in a student's teaching field; a teacher research project and teaching portfolio. Teachers who wish to enroll as part-time students should consult with the Education Department.

#### **Requirements for Urban Education and Teacher Research:**

EDUC311 Teaching and Learning EDUC327 Culture, Language and

Education EDUC367 Clinical Field Experience and Seminar

I EDUC368 Clinical Field Experience and Seminar II

In addition, students normally take one summer institute course and two additional courses during the academic year, including courses corresponding to their subject matter field. Part-time students who are already fully licensed take additional course work in lieu of field experience. All of the courses for full- or part-time students must be determined in consultation with the education chair or the program coordinator.

#### **Teaching**

The Master of Arts in Teaching (M.A.T.) program is designed for full-time students (including undergraduates who qualify for the accelerated B.A./M.A. program) seeking the initial teaching license at either the elementary, middle or secondary levels. It begins in spring/summer and extends through the following academic year. Students enter as part of a cohort team that is guided through the program by university and school mentors. They are placed with a teacher mentor in one of the Hiatt Center professional-development schools at the beginning of the academic year and take the equivalent of 10 courses, including the teaching practicum, depending on their prior course work and planned teaching level.

#### **Requirements for Teaching:**

- EDUC311 Teaching and Learning
- EDUC326A Ways of Knowing Seminar

- EDUC361 Human Development and Learning
- A Curriculum and Knowing summer institute in the arts, humanities, mathematics, physical and natural sciences or history/social sciences
- Ways of Knowing courses in the arts, humanities, history, mathematics or physical and natural sciences, depending on the student's teaching field
- Practicum in elementary-, middle- or high-school teaching
- Seminar in elementary-, middle- or high-school teaching
- EDUC360 Literacy Development (elementary students)
- EDUC308 Literacy Across the Curriculum (middle/secondary students)

Each middle- and secondary-level student takes an additional course corresponding to her or his teaching field and/or courses focused on teaching at the middle or secondary level.

### **Courses**

#### **EDUC020 DISCOVERING PHYSICS/LECTURE, LABORATORY**

See Physics 020.

#### **EDUC021 LITERACY, LEARNING, WRITING/LECTURE, DISCUSSION**

See English 021.

#### **EDUC040 SCIENCE AND SOCIETY**

See Physics 040.

#### **EDUC105 PURSUIT OF TRUTH: SCIENCE, RELIGION AND POETRY**

Main orientation of the course will be on how writing helps to reflect and even produce sound critical thinking in the pursuit of truth within a number of disciplines/domains, such as poetry, fiction, philosophy/religion, and a variety (natural, behavioral and social) of sciences. Course focuses on the methodology of seeking Truth (definitely with a capital "r") across a variety of domains, but not at all on Its substance. Fulfills the Verbal Expression requirement. Mr. Zern/Offered every year

#### **EDUC112 TRANSFORMATIVE SCHOOLING: DOCUMENTARY VIDEO FOR SOCIAL CHANGE/FIRST-YEAR SEMINAR**

This is a field-based and inquiry-oriented seminar, an apprenticeship in documentary filmmaking, as well as school and community research and advocacy for social change. The course involves instruction in the basics of video production (using state-of-the-art digital cameras) and seminar members partner with new and experienced teachers in inner-city public schools. We work with them as video assistants and also develop our own films about the challenges and possibilities of urban school reform. In addition to hands-on activity, there is serious attention to reading in the field of ethnographic research, education reform and community institutions that support youth development. Moreover, seminar members get involved in grassroots organizing and soliciting input from the community, as well as ongoing critique of their planning documents, filmed footage and written companion texts. We thus integrate field work with theory and reflective critique. A final project for this seminar will be completed in the spring semester. Fulfills the Values Perspective and is recommended for all communication and culture majors. Ms. Michaels/Offered every year

#### **EDUC152 COMPLEXITIES OF URBAN SCHOOLING/ LECTURE, DISCUSSION**

See Urban Education and Teacher Research 152.

#### **EDUC155 EDUCATION AND SOCIAL POLICY/LECTURE, DISCUSSION**

See Urban Education and Teacher Research 155.

**EDUC190 THE EXPERIENCE OF ADOLESCENCE/LECTURE, DISCUSSION**

Explores adolescent development through theory and research drawn from the behavioral and social sciences as well as fiction. Students study education during the adolescent years. Special social and interpersonal problems and issues confronting today's adolescent are considered, as are relevant teaching and learning theories. Students apply the course material to both teaching and learning in a series of descriptive and analytic reports. Mr. Zern/Offered every year

**EDUC194 FIELD EXPERIENCE: SPECIAL EDUCATION AND HUMAN SERVICES/DISCUSSION, FIELD PLACEMENT**

Provide direct, supervised experience within educational and human-services agencies. Placements are based upon students' experience, goals and academic backgrounds. Placement possibilities include schools, mental-health centers, institutions, the courts, substance-abuse centers, crisis agencies and group homes. A weekly seminar provides the opportunity for students to analyze their field-work experience. Special note: These courses may be taken as a full-year, two-course sequence (EDUC194 and 195) or as a single course either semester (EDUC194). Mr. Seale/Offered every year

**EDUC208 LITERACY ACROSS THE CURRICULUM/LECTURE, DISCUSSION, SEMINAR, FIELD PLACEMENT**

See Urban Education and Teacher Research 208.

**EDUC260 LITERACY DEVELOPMENT / LECTURE, DISCUSSION, SEMINAR, FIELD PLACEMENT**

See Urban Education and Teacher Research 260.

**EDUC261 HUMAN DEVELOPMENT AND LEARNING / LECTURE, DISCUSSION**

Introduces students to central and evolving understandings of human development and their implications for learning and pre-K through 12 schooling. Particular emphasis will be given to cognitive and socio-cultural theories of learning and development. Ms. Griffin/Offered every year

**EDUC264 KNOWLEDGE, DEVELOPMENT AND INSTRUCTION / LECTURE, DISCUSSION, CLASS EXPERIENCES**

Examines central knowledge structures children acquire during the preschool and elementary years and how they influence school learning; how these structures develop for typical and atypical children; and opportunities for students to develop skills in developmental assessment and instructional programming. Students use their understanding of children's development to design classroom and remedial learning activities. Ms. Griffin / Offered periodically

**EDUC265 EMOTIONAL DEVELOPMENT/SEMINAR**

Examines what emotions are and how they develop from birth to adulthood. Emphasis is placed on emotional development during childhood; on the ways emotions are shaped by cognitive, social and biological factors; and on the ways emotions shape learning and behavior. Ms. Griffin/Offered periodically

**EDUC266 ANALYSIS OF INDIVIDUAL ABILITY AND STYLE/LECTURE, DISCUSSION, PRACTICUM**

Uses techniques to understand the individual as a whole. The theory of individual assessment, some tools for assessment, and the analysis of assessment data will be covered. Focus is placed on understanding, administering and interpreting both traditional and alternative assessment tools, including measures of cognitive ability, scholastic achievement and personality. Students are required to administer assessment procedures and analyze case histories. Mr. Zern/Offered every year

**EDUC267 ROLE OF VALUES IN EDUCATION/LECTURE**

Explores the roles values play in the educating process. A classification of values will be developed, followed by a variety of models to understand how values develop in a society. Selected descriptive, empirical and theoretical analyses will be considered to understand the impact values have on other behaviors. Students will develop and explore the interaction of values and education. Mr. Zern/Offered periodically

**EDUC268 SEC. 1 AND 2 PSYCHOEDUCATIONAL PRACTICUM AND SEMINAR/SEMINAR, FIELD PLACEMENT**

Provides a two-semester placement, eight to 10 hours a week, within the pupil-personnel department of a public-school system. A school psychologist and/or counselor will function as an ongoing supervisor. Activities include experience in conducting and interpreting psychoeducational assessments, obtaining social and developmental-history information through home visits, and observing and participating in the development of individualized educational plans as part of the team evaluation process. Mr. Seale/Offered every year

**EDUC269 THE SKILLED HELPER/LECTURE, DISCUSSION, PRACTICUM**

Designed for the development of the helping professional. Emphasis is placed on dynamics of the helping relationship and basic interviewing skills. Class exercises are used to facilitate skill development. Students who are not concurrently taking a field course are placed in a human-service agency one-half day per week. Mr. Seale/Offered every year

**EDUC270A BECOMING AN EFFECTIVE MIDDLE-SCHOOL EDUCATOR / LECTURE, DISCUSSION, FIELD-EXPERIENCES, SEMINARS**

Takes place in a professional-development school under the direction of Clark education faculty and teacher collaborators. Grounded in an understanding of the developmental characteristics and needs of middle-school age students, it enables students to understand and develop competency in various practices - such as cooperative learning (including "complex instruction") and reciprocal teaching - that engage students of diverse backgrounds in active learning. Mr. Del Prete/Offered periodically

**EDUC270B BECOMING AN EFFECTIVE SECONDARY EDUCATOR / LECTURE, DISCUSSION, FIELD PLACEMENT**

Investigates the teaching process as a dynamic, complex human endeavor requiring the mastery of a variety of skills and the acquisition of a specific knowledge base. Mr. McDermott/Offered every year

**EDUC271 CULTURES OF AMERICAN SCHOOLS / LECTURE, DISCUSSION, SCHOOL VISITS**

This course will examine the nature and make-up of the cultures surrounding and composing American schools from a variety of points of view in order to better understand the nature of schooling in America. A field-work component is required and students will read from a variety of social-science sources, including science fiction and Supreme Court decisions. Mr. Zern/Offered periodically

**EDUC272 FOCUSING ON A DISCIPLINE IN THE SECONDARY SCHOOL / LECTURE, DISCUSSION, FIELD EXPERIENCE**

See Urban Education and Teacher Research 272.

**EDUC278A PRACTICUM: MIDDLE-SCHOOL TEACHING/LEARNING**

Involves at least 300 hours of teaching/learning experience at a professional-development school. Students will be supervised by education faculty and/or professional-development school teachers. Mr. Del Prete/Offered every year



**EDUC278B SEMINAR: MIDDLE-SCHOOL TEACHING/LEARNING**

The aim of this field-based seminar is to foster reflective practice and to deepen understanding of how to engage, support, sustain and assess the learning of diverse students. Students will conduct rounds and develop and present a portfolio of their work, which meets Massachusetts curriculum and teaching guidelines. Mr. Del Prete/Offered every year

**EDUC279A PRACTICUM: SECONDARY EDUCATION**

The culminating experience for the secondary initial-licensure candidate. Students complete at least 300 hours of field work with corresponding seminars and conferences. Staff/Offered every year

**EDUC282 WAYS OF KNOWING IN THE ARTS / LECTURE, DISCUSSION, FIELD PLACEMENT**

Staff/Offered periodically

**EDUC283 WAYS OF KNOWING IN HISTORY AND THE SOCIAL SCIENCES / LECTURE, DISCUSSION, FIELD PLACEMENT**

See Urban Education and Teacher Research 283.

**EDUC284 WAYS OF KNOWING IN THE HUMANITIES / LECTURE, DISCUSSION, FIELD PLACEMENT**

See Urban Education and Teacher Research 284.

**EDUC288A PRACTICUM: ELEMENTARY TEACHING / LEARNING**

Involves at least 300 hours of teaching/learning experience at a professional-development school. Students will be supervised by education faculty and/or professional-development school teachers. Staff/Offered every year

**EDUC288B SEMINAR: ELEMENTARY TEACHING / LEARNING**

The aim of this field-based seminar is to foster reflective practice and deepen understanding of how to engage, support, sustain and assess the learning of diverse students. Students will conduct rounds and develop and present a portfolio of their work, which meets Massachusetts curriculum and teaching guidelines. Staff/Offered every year

**EDUC299 SEC. 1 DIRECTED READINGS — UNDERGRADUATE**

Independent study for qualified students on a selected topic. Permission of instructor required. Offered for variable credit. Staff/Offered every year

**EDUC299 SEC. 2 DIRECTED RESEARCH — UNDERGRADUATE**

Staff/Offered every year

**EDUC299 SEC. 4 FIELD PROJECT — UNDERGRADUATE**

Provides individualized and extended experiences in a wide variety of educational and human-service agencies and institutions. Supervision is provided by the University and field-agency personnel. Combines related seminars, conferences and readings as a basis for critical analysis of the experiences within the context of applied theory and practice. Offered for variable credit. Staff/Offered every year

**EDUC304 TEACHING AS RESEARCH SEMINAR I, II**

Brings together urban-school teachers (at the elementary, middle, and secondary level) with graduate students and faculty involved in university-based educational research. Focuses on qualitative, sociolinguistic research in classrooms, emphasizing the study of talk and texts as a vehicle for better understanding students' learning, developing systematic techniques for describing and critiquing classroom activities, and supporting effective learning among a socioculturally diverse population of students. Participants meet in small, facilitated groups to carry out qualitative research in urban classrooms and develop forums through which their work can be disseminated to a wider community of teachers and researchers. Staff/Offered periodically

**EDUC305 TEACHING AS RESEARCH SEMINAR I, II**

See Urban Education and Teacher Research 304.

**EDUC306 CREATING LITERACY ENVIRONMENTS IN ELEMENTARY SCHOOLS/SEMINAR**

Reviews recent studies reporting efforts to establish classrooms with varied opportunities for children to use language and literacy. Implications of this research for instruction are considered and classroom practice is examined. Teams of students (e.g., a classroom teacher and a full-time graduate student, or two classroom teachers) identify and examine issues related to language and literacy use in classroom practice. Some students try novel methods and examine the effects of these innovations. Staff/Offered periodically

**EDUC311 TEACHING AND LEARNING/SEMINAR, DISCUSSION**

Challenges the theory that there is one best way of understanding that students must learn according to that one way, and that their capacity to learn ought to be judged accordingly. Explores many adequate pathways for developing knowledge and emphasizes that teachers who acknowledge and support different pathways help make learning more accessible for students. This premise and its implications for teaching, curriculum, assessment, the formation of learning communities for diverse groups of students, and the role of the teacher in enabling students to actively construct knowledge are explored. Mr. Del Prete/Offered every year

**EDUC313 STUDIES IN MIDDLE-SCHOOL TEACHING AND CURRICULUM/SEMINAR, DISCUSSION**

Mr. Del Prete/Offered periodically

**EDUC314 SELECTED TOPICS IN CHILDREN'S LITERATURE/SEMINAR, DISCUSSION**

This course will immerse students in reading and writing about chapter books written for children and young adults. We will read as a class one to two books per week depending on length. Additional reading will be required for a class presentation and also for the final project. The bulk of the reading will be drawn from the Newbury Medal and honor-award winners. This course will focus on reading, discussing and writing about children's/young adults' literature as literature rather than issues of teach-ability or age appropriateness. Mr. Berninghausen/Offered periodically

**EDUC325 RECENT THEORETICAL ADVANCES IN INTELLECTUAL DEVELOPMENT AND THEIR IMPLICATIONS FOR EDUCATION: A CASE STUDY/LECTURE, SEMINAR**

Studies contemporary theories in the field of intellectual development, their application to the domain of mathematical reasoning, and the general intellectual tradition (empiricist, rationalist, sociohistoric) and interpretive frameworks within which this work has been conducted. The relevance of this work for understanding education in the United States today and in suggesting directions for its improvement will also be discussed. Ms. Griffin/Offered periodically

**EDUC326A -1 WAYS OF KNOWING SEMINAR**

This yearlong seminar is designed to support M.A.T. students in developing an understanding of what it means to teach according to the ways of thinking, inquiring, writing and performing represented by each academic discipline in the context of diverse urban-learning communities. Ms. Dolan-Rourke/Offered every year

**EDUC326A-2 WAYS OF KNOWING SEMINAR - MIDDLE/SECONDARY**

This yearlong seminar is designed to support M.A.T. students in developing an understanding of what it means to teach according to the ways of thinking, inquiring, writing and performing represented by



each academic discipline in the context of diverse urban-learning communities. Mr. Del Prete/Offered every year

**EDUC326B WAYS OF KNOWING SEMINAR**

This seminar engages M.A. students in deepening and demonstrating their understanding of what it means to teach the academic disciplines in the context of diverse urban-learning communities.

**EDUC327 CULTURE, LANGUAGE AND EDUCATION**

Graduate-level course dealing with theories and practices relevant to teaching and learning within a sociocultural perspective. Questions about language and cognition, multicultural and social diversity in the classroom, curricular and pedagogical theories and practices, language and literacy development, bilingual education, access and equity, learning across the life span, and the politics of education are discussed. In all areas, analysis of language and communication is used as a key tool for critical understanding. Staff/Offered every year

**EDUC343 ANALYSIS OF THE RESEARCH PROCESS/LECTURE, DISCUSSION**

Focuses on understanding the structure and intent of a research report. Careful analysis of existing educational research is explored. Sources are considered in terms of particular elements in their overall structure, including hypothesis formation, operationalization of major terms, research design, etc. Mr. Zern/Offered periodically

**EDUC348 STATISTICS IN EDUCATION/LECTURE, DISCUSSION**

Mr. Zern/Offered periodically

**EDUC359 DISCOVERING PHYSICS/LECTURE, LABORATORY**

See Physics 020.

**EDUC362 MATH AND/OR EMOTION RESEARCH/SEMINAR**

Ms. Griffin/Offered periodically

**EDUC363 COGNITION AND INSTRUCTION/SEMINAR**

Students will investigate the conceptual networks children construct for mathematical concepts, the instructional principles that underlie effective instruction and the variety of methods that can be used to assess children's learning and development. Each student will conduct an independent research study on a topic of interest. Ms. Griffin/Offered periodically

**EDUC367 SEC. 1 CLINICAL EXPERIENCE AND SEMINAR I (ELEMENTARY)**

**EDUC367 SEC. 2 CLINICAL EXPERIENCE AND SEMINAR I (MIDDLE SCHOOL)**

**EDUC367 SEC. 3 CLINICAL EXPERIENCE AND SEMINAR I (SECONDARY)**

Integrates at least 200 hours of focused field work with group professional-development activities such as "rounds" and seminar discussion. Students will be mentored by education faculty and/or professional-development school teachers as they broaden and deepen their understanding of particular approaches to curriculum (consistent with local, state and national curriculum frameworks) and develop expertise in teaching practices (e.g., fostering and assessing literacy development) that engage groups of children, including children with special needs, in active and developmentally appropriate learning. This experience promotes students' capacity to build and participate in a professional learning community reflecting on teaching, children's learning, schooling and education. Mr. Del Prete/Offered every year

**EDUC368 SEC. 1 CLINICAL EXPERIENCE AND SEMINAR II (ELEMENTARY)**

**EDUC368 SEC. 2 CLINICAL EXPERIENCE AND SEMINAR II (MIDDLE)**

**EDUC368 SEC. 3 CLINICAL EXPERIENCE AND SEMINAR II (SECONDARY)**

Integrates at least 350 hours of field work with group professional-development activities such as "rounds," seminar discussion and teacher research. Students will be mentored by education faculty and/or professional-development-school teachers as they develop their teaching practice and understanding of children's learning. Particular emphasis will be placed on ways to develop and support children as active thinkers, on providing multiple paths of learning for children in keeping with diverse needs and ways of knowing, and on creating and sustaining a responsive and responsible learning community. Students will frame and conduct a teacher research project to build understanding of some aspect of the teaching-learning process. Mr. Del Prete/Offered every year

**EDUC377 FACILITATING TEACHER RESEARCH: ETHNOGRAPHIC AND SOCIOLINGUISTIC METHODS**

Provides theoretical, methodological and applied research training to classroom teachers and graduate student/researchers interested in facilitating teacher research. Readings will include text about teacher research, by teacher researchers, and about theoretical and empirical work on group discussion and the social formation of mind. In addition, participants will be involved in ongoing data collection and analysis of existing teacher research groups. Thus the forum will develop practical skills in group leadership, as well as research skills in documenting and analyzing teacher research. This is an advanced seminar for people who have already participated in teacher research and/or facilitating teacher-research groups. Permission of the instructor is required. Ms. Michaels/Offered periodically

**EDUC378A PRACTICUM: MIDDLE-SCHOOL TEACHING/LEARNING**

Involves at least 300 hours of teaching/learning experience at a professional-development school. Students will be supervised by education faculty and/or professional-development-school teachers. Mr. Del Prete/Offered every year

**EDUC378B SEMINAR: MIDDLE-SCHOOL TEACHING/LEARNING**

The aim of this field-based seminar is to foster reflective practice, and to deepen understanding of how to engage, support, sustain and assess the learning of diverse students. Students will conduct rounds and develop and present a portfolio of their work, which meets Massachusetts curriculum and teaching guidelines. Mr. Del Prete/Offered every year

**EDUC379A PRACTICUM: SECONDARY EDUCATION**

Involves at least 300 hours of teaching/learning experience at a professional-development school. Students will be supervised by education faculty and/or professional-development-school teachers. Mr. Del Prete/Offered every year

**EDUC379B SEMINAR: SECONDARY-SCHOOL TEACHING AND LEARNING**

The aim of this field-based seminar is to foster reflective practice and to deepen understanding of how to engage, support, sustain and assess the learning of diverse students. Students will conduct rounds and develop and present a portfolio of their work, which meets Massachusetts curriculum and teaching guidelines. Mr. Del Prete/Offered every year

**EDUC386-A WAYS OF KNOWING IN THE PHYSICAL AND NATURAL SCIENCES/LECTURE, DISCUSSION, FIELD PLACEMENT - ELEMENTARY**

See Urban Education and Teacher Research 386-A.



**EDUC391 THESIS RESEARCH**

Individual research related to the doctoral dissertation. Students meet with members of their dissertation committee for assistance with their dissertation study. Advising conferences are scheduled as needed by the individual student with committee members. The chair of the dissertation committee coordinates the advising process. Offered for variable credit to be determined by the dissertation chair. Staff/Offered every year

**EDUC399 SEC. 1 DIRECTED READINGS — GRADUATE**

Independent critical analysis of literature related to individual research. Offered for variable credit. Staff/Offered every year

**EDUC399 SEC. 2 DIRECTED RESEARCH — GRADUATE**

Individual research with direction from an instructor. Offered for variable credit. Staff/Offered every year

**ENG021 LITERACY, LEARNING, WRITING/LECTURE, DISCUSSION**

See English 021.

**PHYS020 DISCOVERING PHYSICS/LECTURE, LABORATORY**

See Physics 020.

**PHYS040 SCIENCE AND SOCIETY**

See Physics 040.

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**3/2 ENGINEERING****Program Faculty**

Charles Agosta, Ph.D., *Chair*

Alan Jones, Ph.D.

Lee Rudolph, Ph.D.

**Program Overview**

The 3/2 engineering program at Clark University is a five-year program offered in conjunction with several affiliated schools. Currently these schools are Columbia University, Washington University and Worcester Polytechnic Institute. Students enrolled in this program complete three years in residence at Clark followed by two additional years at one of the engineering schools. Students completing the program receive a B.A. degree from Clark and a B.S. degree in engineering from the affiliated school.

At Clark, students major in a field that strongly overlaps the entrance requirements for the engineering school. Appropriate majors include chemistry, computer science, environmental science and policy, mathematics, physics, and a self-designed liberal-arts/engineering major. At the engineering school, students may major in any of the fields they offer. In addition to the traditional engineering fields taught at all schools, unique programs such as engineering and public policy, biomedical engineering, system science and engineering, and fire-protection engineering are also available. Please consult the program chair for further information.

While the program is open to all Clark students, the required curriculum must be started during the first year of study to permit the timely completion of all requirements. Those students whose high-school background (as determined by placement examinations) has not prepared them to enter calculus (MATH120) and composition (ENG020) during their first semester must attend summer school to complete the requirements on time. All students intending to pursue the program are required to notify the program chair of their intent at the beginning of their first year and to choose their courses each semester in consultation with committee members.

Students are encouraged to seek a major adviser who is familiar with the program and the advice of 3/2 Engineering Committee members. Sample curricula for appropriate majors can be obtained from the committee chair or on the Clark Web site. Students intending a self-designed liberal-arts/engineering major may wish to use the 3/2 Engineering Committee as their major advisory committee.

Students interested in 3/2 Engineering must contact the committee chair, Charles Agosta (phone: 508-793-7736, e-mail: cagosta@clarku.edu) before they sign up for classes in their first year.

**Enrollment at the Engineering School**

Students submit a formal application for admission to the engineering school through the 3/2 Engineering Committee during their junior year. Students receiving a positive endorsement from the committee normally can expect admission for enrollment as juniors at the engineering school in the following September. Students apply for financial aid from the engineering school at the same time. Applicants should be aware that each engineering school awards financial aid using its own institutional protocol and actual awards may vary significantly from the level of support provided by Clark during the preceding three years. Students intending to enroll at WPI should apply as sophomores and may enroll in some engineering courses during their second or third year while still at Clark. Washington University encourages prospective students to enroll in one of their intensive January courses between Clark's first and second semesters.

**Requirements**

In addition to the requirements of the Program of Liberal Studies and their major at Clark (indicated elsewhere in this catalog), students must meet the entrance requirements of the engineering school. These requirements, which are essentially the same for all schools, can be found on the Clark Web site. Detailed questions concerning individual schools can be discussed with committee members.

The additional Clark requirements for the liberal-arts major and Program of Liberal Studies must be met concurrently with the above requirements. Several majors require additional summer-school work at Clark or advanced-placement standing to complete all requirements within the three-year period in residence at Clark. Students who complete a full year of study at the engineering school and who have completed all of Clark's requirements are eligible for the B.A. at the end of the fourth year of study.



## Program Faculty

Virginia Mason Vaughan, Ph.D., *Chair*  
 James Elliott, Ph.D.  
 SunHee Kim Gertz, Ph.D.  
 Betsy P. Huang, Ph.D.  
 Fern Johnson, Ph.D.  
 Lisa Kasmer, Ph.D.  
 Winston Napier, Ph.D.  
 Meredith Neuman, Ph.D.

## Adjunct Faculty

John Bassett, Ph.D.  
 Gino DiIorio, M.F.A.  
 William Ferguson, Ph.D.

## Department Instructors

Louis Bastien, Ph.D.  
 Timothy Connolly, M.A.  
 James Dempsey, M.A.  
 Michael Eldridge, B.A., S.A.G.  
 Anne Ellen Geller, Ph.D.  
 Lea Graham, Ph.D.  
 Jennifer Plante, M.A.  
 Denise L. Stephenson, A.B.D.  
 William G. Tapply, M.A.T.  
 Lucilia Valerio, Ph.D.

## Emeriti Faculty

John J. Conron, Ph.D.  
 Serena S. Hilsinger, Ph.D.  
 Stanley Sultan, Ph.D.

## Writing Program

Anne Ellen Geller, Ph.D., *Director*

## Program Overview

The program is primarily designed to meet the needs and interests of English majors and minors, although the variety of courses we offer may also appeal to other students as well. We aim to assist students in developing skills in close reading, critical thinking and effective writing, as well as in acquiring knowledge and experience valuable to any vocation. Moreover, the program encourages the development of a sense of cultural history, a sensitivity to literary values, and a first-hand knowledge of important authors, works and periods of literature in English.

We advise English majors to take two yearlong historical sequences early on in their programs. Any student only majoring in English should also select—in consultation with his or her adviser—a suitable area of specialization drawing on courses, both inside and outside the English Department (see below).

Majors and minors should note that some courses fulfill more than one requirement. Requirements may also be fulfilled, through an arrangement with the Worcester Consortium of Higher Education, at Assumption College and the College of the Holy Cross. For those interested in studying abroad, majors and minors should contact the Office of Study Abroad Programs regarding our partner program at the University of East Anglia. In addition, the London Internship Program offers a variety of opportunities in fields such as theater and journalism.

For these and other aspects of the program, we strongly urge majors and minors to consult with their advisers.

The English Department is an active member of Clark's Higgins School of the Humanities and encourages students to participate in the school's events and opportunities.

## Major Requirements

### Nonrequired Preparatory Courses:

IDND018 Expository Writing/Workshop  
 ENG019 The Essay: Reading and Writing/Workshop  
 ENG020 Introduction to Literature and Composition/Discussion

### Core Requirements:

A minimum grade of C is required to receive major field credit. Each designation in parentheses in the descriptions below is used in course listings every semester in order to identify what requirement a course meets. Thus, if a course does not appear in the list below (for example, a new course), you can nonetheless readily see what requirements it meets through these designations.

### A. Historical Sequences (A; 4 courses)

The **four** courses used to satisfy this requirement must include **either** the entire sequence ENG140 and ENG141 **or** the **entire** sequence ENG180 and ENG181.

1. Either one of the two sequences (2 courses):  
 ENG140 Major British Writers I  
 ENG141 Major British Writers II  
**OR**  
 ENG180 Major American Writers I  
 ENG181 Major American Writers II
2. Each major must take at least **one** of the following (**no** double-counting with courses in #1 above):  
 ENG133 Survey of Women Writers I  
 ENG140 Major British Writers I  
 ENG180 Major American Writers I  
 ENG182 African-American Literature I
3. Each major must take **any other additional single** course offered as a historical sequence course, such as (**no** double-counting with courses in #1 or #2 above):  
 ENG133 Survey of Women Writers I  
 ENG134 Survey of Women Writers II  
 ENG182 African-American Literature I  
 ENG183 African American Literature II

### B. Genre Courses (2 courses)

1. Each major must take at least **one** poetry course (B-1), such as:  
 ENG 107 Creative Writing: Poetry  
 ENG110 English Poetry I  
 ENG111 English Poetry II  
 ENG184 American Poetry
2. Each major must also take at least **one** other genre course (B-2), such as:  
 ENG135 The Short Story  
 ENG143 Terrible Beauty: The Art of Tragedy  
 ENG144 Drama of the Western Tradition  
 ENG145 Fabulae: The Genre of Romance  
 ENG146 Oliver Twisted: The Literature of the Fantastic  
 ENG206 Writing the Novel I

### C. Period Requirements (3 or 4 courses)

1. Each major must take at least **two** courses of literature before 1700, **one** of which must be at the 200-level (C-1a for 100-level; C-1b for 200-level), such as:
  - ENG120 Introduction to Shakespeare
  - ENG140 Major British Writers I (may double-count as a historical sequence course)
  - ENG144 Drama of the Western Tradition
  - ENG150 Introduction to Medieval Literature
  - ENG250 Medieval Literature Seminar
  - ENG251 Chaucer
  - ENG253 Advanced Shakespeare
  - ENG254 Still Spaces—East Meets West
  - ENG255 Studies in the Renaissance
  - ENG256 Shakespeare from Page to Stage
  - ENG294 History of the English Language
2. Each major must take at least **one** 200-level course of literature between 1700 and 1900 (C-2), such as:
  - ENG260 Studies in 18th-Century British Literature
  - ENG262 Studies in 19th-Century British Literature
  - ENG263 British Romantic Literature
  - ENG265 Victorian Literature
  - ENG268 Regendering History: British Women Writing History
  - ENG280 Early-American Pop Culture
  - ENG281 American Literary Renaissance
  - ENG282 Studies in 19th-Century American Literature
  - ENG283 Visions of Representation 1860-1920
3. Each major must take at least one 200-level course of literature after 1900 (C-3), such as:
  - ENG230 Southern Writers of the 20th Century
  - ENG270 African-American Satirical Novel
  - ENG231 William Faulkner
  - ENG239 Aliens and Others in Science Fiction
  - ENG270 African American Satirical Novel
  - ENG272 Joyce and Lawrence
  - ENG276 Ethnic America: Literary and Theoretical Perspectives
  - ENG278 Modern Political Literature
  - ENG279 Fictions of Asian-American Literature
  - ENG291 Literature of the Harlem Renaissance

### D. Theory or Criticism (1 course)

Each major must take at least **one** 200-level seminar in the theory or practice of criticism (D), such as:

- ENG240 20th-Century Critical Methods
- ENG242 Feminist Critical Theory
- ENG245 Mythopoetics
- ENG248 Contemporary Literary Theory
- ENG249 Signs and Crossroads: Semiotic Theory and Practice
- ENG252 Cultural Discourse of Advertising
- ENG270 African-American Satirical Novel
- ENG277 African American Satirical Novel
- ENG295 Gender and Discourse
- ENG340 Introduction to Graduate Study
- CMLT251 Seminar in Literary Criticism

### E. Capstone Requirement (E)

All English majors must take the Capstone course, ENG290.

### F. Area of Specialization

As early as possible, in combination with an adviser, an English major should select an *Area of Specialization* (**seven** courses, **four** of which are typically fulfilled by core courses in the major).

Students may substitute a second major, a University concentration, or a minor for the *Area of Specialization* as long as they demonstrate the links between the English major and the substituted area of study in the Capstone or in another appropriate course.

Descriptions of areas of specialization with lists of required and recommended courses are available from the department.

### Honors Program

At the end of their junior year, students in whom the faculty have expressed confidence will be invited to work on a yearlong honors thesis during their senior year. Other students who wish to take honors in English should identify an area of interest, consult with an appropriate honors adviser, and apply to the department chair before the end of the junior year.

### English Minor

A minor provides a student majoring in another department with general background in English literature, as well as with skills in critical reading and writing. Ordinarily, the chair acts as adviser to minors. The minor in English requires at least six English courses, at the 100- to 200-level.

Each designation in parentheses in the descriptions below is used in course listings every semester in order to identify what requirements a course meets. Thus, if a course does not appear in the list below (for example, a new course), you can nonetheless readily see what requirements it meets through these designations.

1. One course in poetry (B-1)
2. One historical sequence (two courses) from the following: (A)
  - ENG133-134 Survey of Women Writers
  - ENG140-141 Major British Writers
  - ENG180-181 Major American Writers
  - ENG182-183 African-American Literature
3. One seminar in criticism from the following (D):
  - ENG240 20th-Century Critical Methods
  - ENG242 Feminist Critical Theory
  - ENG248 Contemporary Literary Theory
  - ENG249 Signs and Crossroads: Semiotic Theory and Practice
  - ENG270 African-American Satirical Novel
  - ENG295 Gender and Discourse
  - ENG340 Introduction to Graduate Study in English
4. At least two other English courses, one of which must be a 200-level seminar.

### Graduate Program

The program leading to the Master of Arts in English encourages both innovative, individually designed approaches of study, as well as traditional approaches to literature. The controlled size of the program fosters an atmosphere of intensive intellectual exchange among faculty and students. Teaching assistantships with tuition remission plus stipend and full- and part-time tuition-remission scholarships are available on a competitive basis.



## Graduate Requirements

For the Master of Arts, the student must satisfactorily complete at least eight upper-level courses or seminars, which include ENG340 Introduction to Graduate Study, and ENG397 Master's Thesis. Graduate students will receive 300-level designations for graduate-level course work in those 200-level courses deemed suitable for graduate credit and for which they are expected to complete extra graduate requirements. Students are also required to register for and participate in ENG390 Departmental Colloquium (no course credit), where they will present working drafts on some aspect of their thesis topics. In addition to completion of the master's thesis (ENG397), the student must pass a final oral examination.

## Courses

### ENG019 THE ESSAY: READING AND WRITING/WORKSHOP

Students will read and consider contemporary essays, as well as write a variety of different types of essays, from academic and argumentative essays to more familiar, exploratory essays. Meets the Verbal Expression requirement. This course emphasizes revision. Ms. Geller/Offered every other year

### ENG020 INTRODUCTION TO LITERATURE AND COMPOSITION/DISCUSSION

Students read and write about basic elements of poetry, fiction and drama. Small classes and limited reading lists help establish an atmosphere conducive to significant class discussion; emphasis is placed on writing effectively about literature. Meets the Verbal Expression requirement and is strongly recommended for prospective English majors. No student may take more than one section of ENG020 for credit. Staff/Offered every semester

### ENG021 LITERACY, LEARNING, WRITING/LECTURE, DISCUSSION

What is literacy? Is it more than reading and writing? How should it be taught and who should learn? This class will introduce students to the challenging questions that inform contemporary literacy studies. In the first part of the course, students will read histories and theories of literacy. As the course proceeds, students will also think about their own literacies by constructing literacy autobiographies. Finally, by taking part in a community literacy project, students will reflect on their own roles as they engage with the literacies of their communities. Meets the Verbal Expression requirement. Ms. Geller/Offered every other year

### ENG105 NEWS WRITING/WORKSHOP

Covers the basics of news writing, from reporting an event to writing an obituary. Students learn how to collect information, conduct interviews and organize writing into crisp news copy. Class work includes weekly deadline writing assignments. Homework: weekly writing exercises based on textbook examples and field assignments, as well as readings from texts and daily newspapers. First-year students by permission. Mr. Connolly/Offered every year

### ENG106 CREATIVE WRITING: FICTION/WORKSHOP

For students who are inspired to write short or long stories. Equal emphasis on writing well and creating boldly, with focus on giving and receiving criticism in the workshop format. Students will be encouraged to "find their voices" by experimenting with style, genre and structure. Graded on a credit/noncredit basis only. Mr. Tapply/Offered every semester

### ENG107 CREATIVE WRITING: POETRY/WORKSHOP (B-1)

A significant part of the class will be dedicated to exploring each student's poetry through a constructive workshop approach. We will experience how poetry comes alive in voice and use these insights to develop both oral and written media of expression. Students are expected to bring creative work to each class. As the semester progresses, we will experiment with ways to edit a gathering of poems into a coherent manuscript. Finally, we will also talk about the nuts, bolts and jolts of getting published, as well as finding venues for public reading. This course could benefit both beginning and experienced writers. Not open to first-year students. For undergraduate English majors and minors, this course satisfies the Genre (B-1) requirement. Graded on a credit/noncredit basis only. Ms. Graham/Offered every year

### ENG108 INTRODUCTION TO SCREEN WRITING

This course is centered on the art and craft of screenwriting—both the theory behind the work, and the application of that theory. Students will be expected to write consistently throughout the term, a minimum of 10 hours a week, and complete a full first draft of a screenplay by the end of term. Students will also be expected to expand their film vocabulary through viewing selected films and reading the course texts. The goal of this course is to provide a full understanding of the theories and principles behind writing for the screen—and to provide a structure in which those principles and theories can be applied. Mr. Eldridge/Offered every other year

### ENG109 CONTEMPORARY WOMEN PLAYWRIGHTS

See Theater Arts 109.

### ENG110 ENGLISH POETRY I/LECTURE, DISCUSSION (B-1)

Focuses on the development of important forms, themes and movements in English poetry. This course, required for the English major, emphasizes intensive study and discussion of individual poems. It includes a series of essays on assigned topics and a sequence of poetry-writing exercises designed to enhance understanding of the demands of poetry form. Fulfills the Verbal Expression requirement. Strongly recommended for English majors in the first or second year; seniors by permission. For undergraduate English majors and minors, this course satisfies the Genre (B-1) requirement. Ms. Graham/Offered every semester

### ENG113 LITERATURE OF BASEBALL/FIRST-YEAR SEMINAR

Baseball has often been cited as "America's game," in the sense that it is thoroughly interwoven into the history of American culture. Many writers, particularly in the 20th century, have seen in the game fertile ground for describing their interpretations of the American experience. It is a game which offers tremendous variety within rigidly set boundaries. In short, baseball is a metaphor to which Americans return over and over to express their sense of identity. It is this general theme that this course will explore: why is baseball so attractive to American writers of all types, and how do they use the game and its players as the basis for suggesting who we are? Fulfills the Verbal Expression requirement. You must be placed at the verbal-expression level to be admitted into this seminar. Mr. Elliott/Offered periodically

### ENG114 AMERICAN TALK/FIRST-YEAR SEMINAR

This seminar explores the distinctive character of talk in the United States, with emphasis on the ways in which talk is associated with groups and situational identities. The course revolves around understanding the dynamic and diverse nature of talk as a cultural code and resource. Topics include the linguistic markers of regional and social



dialects, styles of speaking, public discourse forms such as presidential debates, and television and film representations of American talk. Ms. Johnson/Offered occasionally

**ENG115 SPECULATIVE FICTION/FIRST-YEAR SEMINAR**

Speculative fiction (more popularly known as science fiction) entertains the “what if?” and presents alternative conceptions of history, society, and identity. Committed to exploring the possibilities and limitations of the “alternative” and the “different”, these works interrogate established boundaries of identities and provide critical perspectives on prevailing beliefs and ideologies. The course moves chronologically through works that fall loosely under the SF subgenres of fantasy/horror, alternative history, future dystopias, and political allegories. Students will also devote some attention to formal analysis, specifically the ways in which SF narratives experiment with and break from traditional literary conventions to offer new ways of perceiving, constructing, and deconstructing our social realities. Ms. Huang/Offered periodically

**ENG120 INTRODUCTION TO SHAKESPEARE/LECTURE, DISCUSSION (C-1a)**

Designed for any student who wants an introduction to Shakespeare. Seven major plays are read and discussed in detail with an emphasis on performance. For undergraduate English majors this course satisfies the Period (C-1a) requirement. Ms. Vaughan/Offered every year

**ENG133 SURVEY OF WOMEN WRITERS I/LECTURE, DISCUSSION (A)**

Examines how women writers before 1900 address, confront, avoid, subvert and question traditional notions of gender, culture, domesticity, history, ethnicity and sexuality. Close attention is paid to textual reading, the historical and intellectual context of works, and different critical approaches to women’s writing. Authors include Behn, Burney, Austen, Sedgwick, Chopin, Gilman, Foster and Wilson. For undergraduate English majors and minors, this course partially satisfies the Historical Sequences (A) requirement. Prerequisite: verbal-expression course. Ms. Valerio/Offered every other year

**ENG134 SURVEY OF WOMEN WRITERS II/LECTURE, DISCUSSION (A)**

Examines developments in British and American prose fiction by women in the 20th century. Authors include Cather, Woolf, Lessing, Rhys, Silko, Morrison, Winterson, Cisneros and Kincaid. Close attention is paid to textual reading and defining, revising and challenging traditional definitions and expectations of women’s writing on various levels: thematic, linguistic and formal. The course also addresses current critical approaches to women’s writing. For undergraduate English majors & minors this course partially satisfies the Historical Sequences (A) requirement. Prerequisite: verbal-expression course. Ms. Valerio/Offered every other year

**ENG135 THE SHORT STORY/LECTURE (B-2)**

This course involves intensive reading of stories that exemplify a variety of fictional methods and affords the student some knowledge of the history of this literary type. Attention will be paid to the international scope of the short story, particularly in the 20th century. For undergraduate English majors, this course satisfies the Genre (B-2) requirement. Mr. Elliott/Offered every year

**ENG140 MAJOR BRITISH WRITERS I/LECTURE, DISCUSSION (A; C-1a)**

The lecture/discussion sequence ENG140-141 takes an historical approach to British literature from the Middle Ages to the dawn of the 20th century. This course concentrates on medieval and early modern English literature (1000-1700); it will examine the cultural and literary

construction of the hero and the lover in the writings of the Beowulf poet, Chaucer, Sidney, Spenser, Shakespeare, Donne, Wroth and Milton (among others). For undergraduate English majors and minors, this course partially satisfies the Historical Sequences (A) and Period (C-1a) requirements for majors. Mr. Bastien/Offered every year

**ENG141 MAJOR BRITISH WRITERS II/LECTURE, DISCUSSION (A)**

This course examines British literature by major authors from 1700 to the late-19th century, concentrating on urban representation and the urban sensibility as expressed in drama, the novel, poetry and prose nonfiction. It will use the idea of the city for an exploration of what it means to be modern. Texts to be studied will include works by Wycherly, Congreve, Centlivre, Addison, Steele, Johnson, Smollett, Montagu, Baillie, Blake, Wordsworth, Dickens, Bronte and Marsh. For undergraduate English majors and minors, this course partially satisfies the Historical Sequences (A) requirement. Ms. Kasmer/Offered every year

**ENG143 TERRIBLE BEAUTY: THE ART OF TRAGEDY/LECTURE, DISCUSSION (B-2)**

This course examines the historical evolution of tragedy and its central place in Western literary expression. Beginning with the three classical exemplars, Aeschylus, Sophocles, and Euripides, we trace tragedy through Roman closet drama (Seneca), Renaissance masters (Shakespeare) and European interpretations (Racine, Schiller), to both modern experimental tragedy (Miller) and modern attempts to revive the classical model (Eliot). For undergraduate English majors this course satisfies the Genre (B-2) requirement. Mr. Bastien/Offered every other year

**ENG144 DRAMA OF THE WESTERN TRADITION/LECTURE, DISCUSSION (B-2; C-1a)**

Surveys the traditional dramatic canon of the western tradition. Course readings will include plays by Sophocles, anonymous writers of the medieval cycles and morality plays, Marlowe, Shakespeare, Webster, Jonson, Molière, Congreve and Sheridan. For undergraduate English majors this course satisfies the Genre (B-2) and the Period (C-1a) requirements. Ms. Vaughan/Offered every other year

**ENG145 FABULAE: THE GENRE OF ROMANCE/LECTURE, DISCUSSION (B-2)**

This course examines the tradition of the romance genre, from classical antiquity to the present. Texts read range from early Greek “novels” and Medieval metrical romances, through the Gothic tale and Romantic poetry to contemporary forms such as science fiction, fantasy and horror. Along the way, students will be able to see how the general conservative elements of a given literary form are transmuted to accommodate a number of specific contexts. For undergraduate English majors this course satisfies the Genre (B-2) requirement. Prerequisite: verbal-expression course. Mr. Bastien/Offered every other year

**ENG146 OLIVER TWISTED: THE LITERATURE OF THE FANTASTIC/LECTURE, DISCUSSION (B-2)**

This course investigates the development of the idea of the fantastic in both modern and postmodern fictions. From the theoretical considerations of such critics as Todorov, we read through texts that exemplify the variegated modes the fantastic can take, from the “ghost story,” fantasy, science fiction and fairy tale, to “magical realism,” the utopian/dystopian novel and “experimental” fiction. For undergraduate English majors this course satisfies the Genre (B-2) requirement. Mr. Bastien/Offered every other year



**ENG150 INTRODUCTION TO MEDIEVAL LITERATURE/LECTURE, DISCUSSION (C-1a)**

Introduces western European medieval literature, touching on classical roots and contemporary counterparts in the process. Topics covered may include literary forms (epic, romance), social concerns (religion, the role of women, politics) and myth. Works read and discussed are selected from Anglo-Saxon, Anglo-Norman, Celtic and Middle English authors, and range from Beowulf and Marie de France's *Lais* to the Gawain-poet and Dante. For undergraduate English majors, this course satisfies the Period (C-1a) requirement. Mr. Bastien/Offered every year

**ENG180 MAJOR AMERICAN WRITERS I/LECTURE, DISCUSSION (A)**

The sequence ENG180-181 takes a historical approach to American literature from Puritanism to the present. This course concentrates on early American literature, circa 1620-1860, by authors Edwards, Rowlandson, Franklin, Douglass, Emerson, Dickinson, Whitman, Hawthorne, Melville, Stowe and others. For undergraduate English majors and minors, this course partially satisfies the Historical Sequences (A) requirement. Prerequisite: verbal-expression course recommended. Ms. Neuman/Offered every year

**ENG181 MAJOR AMERICAN WRITERS II/LECTURE, DISCUSSION (A)**

This course concentrates on the evolution of American literature from circa 1860 to the present. Texts by such writers as Melville, Twain, Crane, Wharton, James, Fitzgerald, Hemingway, Faulkner, Morrison and Kingston are read. For undergraduate English majors and minors, this course partially satisfies the Historical Sequences (A) requirement. Prerequisite: verbal-expression course. Ms. Huang/Offered every year

**ENG182 AFRICAN-AMERICAN LITERATURE I/LECTURE, DISCUSSION (A)**

Addresses major periods and principal authors of the African-American canon. Readings may cover a historical span that could range from the 18th century to the present or could represent focused concern with select authors and/or a given literary movement. Students are expected to gain an historically, as well as a culturally contextual appreciation of the literature produced by writers in the Americas of African descent. For undergraduate English majors and minors, this course partially satisfies the Historical Sequences (A) requirement. Mr. Napier/Offered every year

**ENG183 AFRICAN-AMERICAN LITERATURE II/LECTURE, DISCUSSION (A)**

Explores the aesthetic modes configuring the evolution of African-American literature in the 20th and 21st centuries, especially the novel. Thematically, focus is on the experimental and innovative sensibilities regulating the evolving canon of postmodern writing produced by Americans of African descent. Authors studied include Percival Everett, Edward P. Jones, Gayl Jones, John Keene, Toni Morrison, John Ridley, Fran Ross, and Olympia Vernon. For undergraduate English majors and minors, this course partially satisfies the Historical Sequences (A) requirement. Mr. Napier/Offered every year

**ENG184 AMERICAN POETRY, 1900-1950/DISCUSSION (B-1)**

This course will study the modern American poets, those who began writing and publishing in the first 40 years of the last century. Most of them continued to write poetry into the 1950s or beyond. Following a long period with no strong new poetic voices in the United States, in this generation, America has a large number of original, prolific and compelling poets of quite varied styles. They are also quite different from the strong poets who followed them. The course will not only aim to make us all better readers of poetry, but will also ask a number

of contextual questions: How did audiences for and purposes of poetry change at this time? What kinds of poetry have been "canonized" by later academics and what kinds have not? What has been the political status of poetic discourse since 1900? How have conditions of publishing affected the writing of poetry? For undergraduate English majors and minors, this course satisfies the Genre (B-1) requirement. By permission of English Department chair. Mr. Bassett/Offered periodically

**ENG196 STRATEGIC SPEAKING**

Centers on oral presentation of current controversial issues and response to rhetorical dilemmas. Topics include: rhetorical situations and audience analysis; forms of argument in persuasive speaking; development of arguments with evidence; and ethical communication practices. Students prepare three major speeches and complete a number of exercises. Ms. Johnson/Offered every year

**ENG202 FEATURE WRITING/WORKSHOP**

An introduction to the art and craft of feature writing. The feature story is a rendering of reality into words, which, when done well, has its feet in both journalism and literature. We will discuss the elements of the feature story, as well as its various types and formats. We will learn how to find and develop stories, how to perform background research on subjects and how to interview. Course work will include reading and discussing feature stories and assigned texts. Students' stories will be read and discussed in class. Prerequisites: verbal-expression course; first-year students by permission. Mr. Dempsey/Offered every year

**ENG204 WRITING FOR MAGAZINES/SEMINAR**

This course is for students who want to learn how to write articles they might actually sell to periodicals. We will emphasize such vital skills as: analyzing the markets, coming up with fresh ideas, slanting to the audience, researching and interviewing, creating killer leads, composing query and cover letters, submitting professional-looking manuscripts, writing to length, meeting deadlines and, especially, writing well. Grades will be based on weekly writing assignments, participation and attendance, and evidence of improvement. Mr. Tapply/Offered every year

**ENG205 CULTURE AND THE NEWS/LECTURE, DISCUSSION**

Examines the social, cultural, political and economic factors that go into constructing what we call news in North America and specifically in the United States. This course also examines the "nature" of news media, their purpose, content and uses in late- 20th-century and early-21st-century America. Some of the major questions this course attempts to address include: How is news content determined and by whom and for what reasons? Who "owns" the news? How do news agencies and institutions "cover" local, national and international events and from what perspectives and why? Ms. Stephenson/Offered every year

**ENG206 WRITING THE NOVEL I/WORKSHOP (B-2)**

This is a two-semester sequence for students who are serious about writing a novel. In a workshop format, we will explore the elements of long fiction (character, plot, theme, setting, etc.), writing styles and techniques, and issues such as giving and receiving criticism, revising, and overcoming writer's block. The first semester will focus on assembling the universal elements of fiction into an integrated concept for a novel. Students are not required to take both semesters. For undergraduate English majors, this course satisfies the Genre (B-2) requirement. Mr. Tapply/Offered every year



**ENG207 WRITING THE NOVEL II/WORKSHOP**

The second semester of this two-semester sequence will focus on regular productive writing. At the end of the course, students will have completed a significant beginning to their novel. Mr. Tapply/Offered every year.

**ENG208 ADVANCED CREATIVE WRITING: POETRY (B-1)**

This course is for students who have already taken a poetry workshop and have a portfolio of revised poems. Students will be expected to use their past experience as critic and writer so as to move more quickly into the process of publication, deeper analysis of classmates' work and assembly of their own cohesive body of work. Each student is expected to write a poem each week and post it on Blackboard. Additionally, each of us will be expected to read the first five poems posted and come to class prepared to discuss the work articulately and constructively. Our objectives in this class are to write better poems, to continue honing our critical skills, to understand and prepare ourselves for publication, and to come to a greater understanding of the ways in which poets and poetry publications work. For English majors and minors this course fulfills the Genre (B-1) requirement. Graded on a credit/noncredit basis only. Ms. Graham/Offered every other year

**ENG209 WRITING OUT LOUD/WORKSHOP**

This is a course in which students will learn to listen and consider how the application of spoken word and performance strategies can strengthen their written work. Students will write nonfiction prose essays and will be taken through a series of exercises involving a variety of mediums to help facilitate the writer's ear. By semester's end, students will write at least two essays, one of which will be performed in a public setting. A play is unique in that it contains the written word spoken and experienced collectively. Conversely, we read essays privately, in our own space and time. But what if one is to write with the idea that a work will eventually be performed out loud? How is the writing style and process affected? What methods are used by those who write and deliver prose? What is the difference between the essay that is meant to be read and the essay meant to be spoken? Is there a difference or should there be a difference? Writing Out Loud is not an acting class. It is not a course in public speaking or speech writing. Nor is it a course intended to develop the performance artist. Rather, we feel that techniques employed within these mediums will serve to help writers develop their writing skill. Writing Out Loud is a workshop course designed to help writers listen. The class is by permission only and it is not open to first-year students. Students must submit a portfolio of writing for review. Mr. Dilorio and Ms. Geller/Offered every other year

**ENG215 LANGUAGE AND CULTURE IN THE UNITED STATES/LECTURE, DISCUSSION**

Using a cultural perspective on language, this course addresses varieties of language use and their consequences in the United States. Topics include demographics in sociolinguistic perspective; the systematic nature of language; language and culture of African-Americans, Asian-Americans, Hispanic Americans; gender patterns in language; bilingualism and multilingualism in the United States; and the policy implications of language diversity. Ms. Johnson/Offered every year

**ENG229 PLAYWRITING**

See Theater Arts 230.

**ENG230 SOUTHERN WRITERS OF THE 20TH CENTURY/SEMINAR (C-3)**

Much of the best writing in the United States in the 20th century came out of the South, a section that is quite diverse economically, demographically, politically and culturally, and a region that changed a great deal during that century. Because of sectional conflict, the Civil War and the Reconstruction experience, it is also the region most self-conscious about itself as a region. Study of some of the strongest writers provides an opportunity for rewarding examination of relationships among social, racial, economic and literary factors, as well as an opportunity to compare literary features of their works with those of writings from other parts of the country. Focus is on writers working between the 1920s and the early 1960s, a period sometimes called the Southern Renaissance. For undergraduate English majors, this course satisfies the Period (C-3) requirement. Mr. Bassett/Offered periodically

**ENG231 WILLIAM FAULKNER/SEMINAR (C-3)**

This course will focus on the Yoknapatawpha fiction of William Faulkner, those novels and stories set in "the little postage stamp of native soil" that he created and developed over more than three decades. As probably the strongest American novelist of his generation, certainly the one most clearly canonical, Faulkner invites consideration from many perspectives and, indeed, his fiction has been the chosen subject for some very good commentary by critics and scholars of almost every poststructuralist, as well as more traditional perspective. We will consider Faulkner as Modernist, as American writer, as Southerner and in any other way our discussion leads us. For undergraduate English majors, this course satisfies the Period (C-3) requirement. Mr. Bassett/Offered periodically

**ENG235 ADVANCED PLAYWRITING WORKSHOP**

See Theater Arts 235.

**ENG239 ALIENS AND OTHERS IN SCIENCE FICTION/SEMINAR (C-3)**

This course examines figurations of aliens and outsiders, treatments of otherness and difference, and dramatizations of alien encounters and "first contacts" in science fiction and film. Short fiction and novels by H.G. Wells, Arthur C. Clarke, Robert A. Heinlein, Joanna Russ, Samuel R. Delany, Frederik Pohl, Stanislaw Lem, Octavia E. Butler, Orson Scott Card, Ted Chiang, among others, will be read. Feature films and television series that deal with alien contact will also be studied. For undergraduate English majors this course satisfies the Period (C-3) requirement. Ms. Huang/Offered periodically

**ENG240 20TH-CENTURY CRITICAL METHODS/ SEMINAR (D)**

Examines the primary movements in 20th-century European and American literary criticism and critical theory. Beginning with the Formalist School and moving through New Criticism, the Marxist School, Structuralism, the Black Arts Movement, Feminism, Deconstruction and other manifestations of poststructuralism, investigates the philosophical assumptions that have reconfigured contemporary literary studies away from mere explication toward a concern with the epistemological, cultural and ideological groundings of the text. For undergraduate English majors and minors, this course satisfies the Theory or Criticism (D) requirement. Mr. Napier/Offered every year

**ENG242 FEMINIST CRITICAL THEORY/SEMINAR (D)**

Focuses on the canon of postmodern feminist literary theory produced by the African-American feminist/womanist school, the *écriture* feminine school, the Lacanian/Freudian school and the American generalist school. Target issues include authorial power and revisionary identities, body as text, deconstruction as feminist practice, principles



of psychopolitical liberation, racialized gender and resistance to the universalizing traditions of phallocalturalism. For undergraduate English majors and minors, this course satisfies the Theory or Criticism (D) requirement. Mr. Napier/Offered periodically

#### **ENG245 MYTHOPOETICS/SEMINAR (D)**

This course examines modes and qualities of literary expression where we will find that narratives and poetry convey different expectations, which are also embedded in a variety of world views. Frequently, however, authors will attempt to craft these expectations and world views to accommodate nontraditional visions. Toward this end, we will read works by authors who strive to come to grips with their own experiences of the world. Texts will include Eliot's "The Waste Land," Woolf's "The Waves," Plath's "Ariel," representative poems by Stevens and Yeats and selections from Joyce. For undergraduate English majors and minors, this course satisfies the Theory or Criticism (D) requirement. Mr. Bastien/Offered every other year

#### **ENG248 CONTEMPORARY LITERARY THEORY/SEMINAR (D)**

Investigates and develops several theoretical approaches to literature in the late-20th century, attempting to provide glimpses into the range of theoretical issues and concerns. May also look at a literary text in relation to theory. General areas of study are selected from among the following: textual criticism, new criticism, psychoanalysis/reader response, structuralism, poststructuralism, feminism, postcolonialism, postmodernism, gay and lesbian theory. For undergraduate English majors and minors, this course satisfies the Theory or Criticism (D) requirement. Mr. Elliott/Offered every year

#### **ENG249 SIGNS AND CROSSROADS/SEMINAR (D)**

Approaches semiotic theories comparatively from historical as well as theoretical points of view and practices them by drawing on literature, film, advertising and drama. For undergraduate English majors and minors, this course satisfies the Theory or Criticism (D) requirement. Ms. Gertz/Offered periodically

#### **ENG250 MEDIEVAL LITERATURE/SEMINAR (C-1b)**

Explores medieval literary culture of Western Europe by means of literary theoretical and classical texts. For undergraduate English majors this course satisfies the Period (C-1b) requirement. Ms. Gertz/Offered periodically

#### **ENG251 CHAUCER/SEMINAR (C-1b)**

Guides the student through "Book of the Duchess," "The House of Fame," "The Parlement of Fowls," some "Canterbury Tales" and "Troilus and Criseyde." All texts are taught in Middle English and selections may vary. (No prior knowledge of Middle English required.) For undergraduate English majors, this course satisfies the Period (C-1b) requirement. Ms. Gertz/Offered periodically

#### **ENG252 CULTURAL DISCOURSE OF ADVERTISING/SEMINAR**

Focuses on the ways in which discourse elements in advertising draw upon, circulate and create new cultural codes. Patterns and codes of "verbal imaging" that structure ads are explored in the context of visual properties, intertextualities and ideology. Through the perspective of Critical Discourse Analysis, emphasis is given to the relationship of advertising text to larger cultural discourses and ideology. Prerequisite: COMM101. Ms. Johnson/Offered every year

#### **ENG253 ADVANCED STUDIES IN SHAKESPEARE/SEMINAR (C-1b)**

Explores recent trends in research and criticism of Shakespeare's texts. Topics and focus vary from year to year, but include feminist and new historicist interpretations, performance criticism and theater history.

For undergraduate English majors this course satisfies the Period (C-1b) requirement. Ms. Vaughan/Offered every year

#### **ENG254 STILL SPACES—EAST MEETS WEST: CONTEMPLATIVE PRACTICE IN THE CLASSROOM/SEMINAR (C-1b)**

This course aims to explore and gain experience of contemplative practices as they have evolved in both European and Asian cultures. In addition to reading and writing about key texts that engage the "still space" outside the classroom, students will participate in a yoga course for seven weeks. The concepts of "ki" (centeredness) and "tao" (the way) will be probed through the tools of the metaphor and the narrative. For undergraduate English majors this course satisfies the Period (C-1b) requirement. Ms. Gertz/Offered periodically

#### **ENG255 STUDIES IN THE RENAISSANCE/SEMINAR (C-1b)**

Explores the poets, playwrights and prose writers who shaped the English literary Renaissance. Authors may include More, Sidney, Spenser, Marlowe, Wroth, Donne, Shakespeare, Cary, Herbert, Jonson, Middleton and Webster. Their writings are placed in the gendered sociopolitical context of the 16th and 17th centuries. For undergraduate English majors this course satisfies the Period (C-1b) requirement. Prerequisite: permission of the instructor. Ms. Vaughan/Offered every other year

#### **ENG256 SHAKESPEARE FROM PAGE TO STAGE/LECTURE, WORKSHOP (C-1b)**

Using four major plays, this course will provide historical context for understanding Shakespeare's texts, exposure to close analysis of Shakespeare's language (from both poetic and performance perspectives), as well as experience in acting Shakespearean roles. Students will be required to rehearse and perform scenes and monologues from four plays. Simultaneously, students will explore the texts' historical contexts, looking in particular at early modern constructions of gender, kinship, social status and race. For undergraduate English majors, this course satisfies the Period (C-1b) requirement. Ms. Vaughan and Mr. DiIorio/Offered periodically

#### **ENG257 LANGUAGE AT ISSUE/SEMINAR**

Centers on current language policy issues in the United States. Focuses on issues such as ebonics, policies that dictate "English Only" in the workplace and other situations, language translation in the legal process, bilingual education and efforts to make English the official language of the United States. Issues are considered from the perspective of academic scholarship, media representations, legislative actions and legal perspectives. Ms. Johnson/Offered periodically

#### **ENG260 STUDIES IN 18TH-CENTURY BRITISH LITERATURE: SPECIAL TOPICS/SEMINAR (C-2)**

**TOPIC FOR FALL 2005: "Making Sex": Gender and Sexuality in the 18th-Century Novel** This semester's topic traces the development of the English novel during the 18th century, focusing on its construction of masculinity and femininity through the discourses of sexuality and sentimentality. Social, cultural and economic constituents of the "rise of the novel" will be examined, as well as the popular, romance and pornographic 18th-century novel. In this course, we will take up current theories about the construction of subjectivity, sexuality and gender in the novel. The topic of this course will change each year, focusing on a genre, literary movement or specific author. A student may take this seminar more than once, as long as the topics differ each time. For undergraduate English majors this course satisfies the Period (C-2) requirement. Ms. Kasmer/Seminar offered every other year with different topics



**ENG262 STUDIES IN 19TH-CENTURY BRITISH LITERATURE: SPECIAL TOPICS/SEMINAR (C-2)**

**TOPIC FOR FALL 2005: Jane Austen in Hollywood** This seminar's topic will consider the current cultural impact of the novels of Jane Austen, one of the most important novelists of the Regency period. Austen's novels will be read with attention to cultural context, her contemporaries' views, and recent literary criticism to place her work within the context of its intellectual, literary, and cultural history. We will then examine the ways in which Austen's ideals have been incorporated into contemporary society, concentrating on films, examining the intersection between Austen's novels and contemporary adaptations. This topic will also look at film theory and the nature of adaptation and include weekly film screenings. The topic of this course will change each year, focusing on a genre, literary movement or specific author. A student may take this seminar more than once, as long as the topics differ each time. For undergraduate English majors this course satisfies the Period (C-2) requirement. Ms. Kasmer/Seminar offered every year with different topics

**ENG263 BRITISH ROMANTIC LITERATURE: RACE AND REVOLUTION IN ROMANTICISM/SEMINAR (C-2)**

The period from the end of the 18th century to the mid-19th century was one of great expansion and empire building for England, but at what cost? In 1772, after the Mansfield Judgement proclaimed that England was "a soil whose air is deemed too pure for slaves to breathe in," the issue of slavery, as well as the issue of British identity, became particularly contested. This course will examine issues of slavery and colonial rule, as well as the ideals of political and social freedom through poetry, novels and memoirs of the Romantic period. We will examine works that speak to the issues of slavery and revolution, as well as narratives by former slaves. We will also be looking at the ways in which notions concerning the British Empire impacted attitudes toward Englishness, attitudes that still hold sway today. Particular attention will be paid to the ways in which gender affected these issues. To understand the cultural context of race and slavery, the course will also incorporate postcolonial criticism. For undergraduate English majors this course satisfies the Period (C-2) requirement. Ms. Kasmer/Offered periodically

**ENG265 VICTORIAN LITERATURE/SEMINAR (C-2)**

Authors studied may include Charles Darwin, Charles Dickens, Alfred Tennyson, John Stuart Mill, Charlotte Brontë, Thomas Hardy and Oscar Wilde, as well as less familiar but important people such as Henry Mayhew and Harriet Taylor. For undergraduate English majors, this course satisfies the Period (C-2) requirement. Ms. Kasmer/Offered periodically

**ENG268 REGENDERING HISTORY: BRITISH WOMEN WRITING HISTORY/SEMINAR (C-2)**

In 1771, Sir William Blackstone, a British jurist, delineated a woman's lack of rights: "By marriage the husband and wife are one person in law: that is, the very being or legal existence of the woman is suspended during the marriage, or at least is incorporated and consolidated into that of the husband." In the late-18th and early-19th centuries, although British women had no real political rights, they entered the public world by contributing to the writing and "rewriting" of history. This course will examine women's contribution to public discourse through an examination of women's shaping history through their history writing and their re-imagining history through their historical fiction, which provided alternative or utopian visions. We will also

explore the current popularity of historical fiction among women writers and examine their relationship to history as well. Through this course, students will gain an understanding of the nature historiography, or conceptualizations of history, as well as gender politics within the long 18th century. For undergraduate English majors, this course satisfies the Period (C-2) requirement. Ms. Kasmer/Offered periodically

**ENG270 AFRICAN-AMERICAN SATIRICAL NOVEL/SEMINAR (C-3; D)**

This course offers a survey of the emergence and development of the African-American satirical novel from 1936 to the present. Students will have the opportunity to study selected works that black writers have produced to critique with disparaging humor the absurdities of interracialism, intraracialism and other forms of social folly and injustice. As such, students will explore how black novelists use satire to produce sociocultural commentary in a manner theoretically distinct from that located in the traditional black protest novel. By studying ten selected novels, students will gain a chronological as well as a constitutional sense of African-American Juvenalian and Horatian satire. Accordingly, students are expected to emerge with an understanding of the dominant aesthetic assumptions, themes and critical moods defining black-American narrative satire. For undergraduate English majors this course satisfies the Period (C-3) and the Theory or Criticism (D) requirement. Mr. Napier/Offered every other year

**ENG272 JOYCE AND LAWRENCE/SEMINAR (C-3)**

Introduces the art of the two writers. Poems, short stories and novels by both are studied. For undergraduate English majors this course satisfies the Period (C-3) requirement. Mr. Sultan/Offered periodically

**ENG276 ETHNIC AMERICA: LITERARY AND THEORETICAL PERSPECTIVES/SEMINAR (C-3)**

This seminar investigates the ways in which the "American" and the "ethnic" continue to be perceived as mutually exclusive identity categories in contemporary American fiction. Despite the nation's longstanding history as a nation of immigrants and its forecasted future as the most multiethnic and multilingual country in the world, America continues to resist the incorporation of its ethnic populations through overt and covert means of division, estrangement and alienation. Students will read a wide range of texts by "ethnic" and "nonethnic" writers and theorists to explore the ways in which the nation's ethnic constituents are continually changing its social, political and cultural landscapes, as well as the definitions of its national identity. They will also consider whether the dichotomous relationship between the American and the ethnic is real or imagined, and why and how the dichotomy persists. For undergraduate English majors this course satisfies the Period (C-3) requirement. Ms. Huang/Offered every other year

**ENG277 RACE AND GENDER IN AFRICAN-AMERICAN LITERARY THEORY/DISCUSSION (D)**

Covering the development of African-American literary theory from the 1970s to the present, this course will examine the ways in which prevailing assumptions of race and gender have influenced the theoretical statements on literary aesthetics and culture produced by African-American intellectuals. Various schools of thought as represented by these theorists include cultural nationalism, structuralism, feminism, poststructuralism and masculine studies. For undergraduate English majors and minors, this course satisfies the Theory or Criticism (D) requirement. Mr. Napier/Offered every year



**ENG278 MODERN POLITICAL LITERATURE: CLASS, RACE, GENDER, ETHNICITY/SEMINAR (C-3)**

Covers political fiction, poetry and plays of the past century, principally in the United States, Great Britain, Ireland, France, Germany, Russia, Czechoslovakia, Spain and certain African and Latin-American countries. Works advocating and attacking political formulations about class, nationality, race and sex are studied. No prior knowledge of politics or political theory is necessary. For undergraduate English majors this course satisfies the Period (C-3) requirement. Fulfills the Global Comparative perspective. Mr. Sultan/Offered periodically

**ENG279 FICTIONS OF ASIAN AMERICA/SEMINAR (C-3)**

With particular emphasis on the multiple meanings of "fiction," this seminar examines the ways in which the Asian-American identity is constructed, imagined and contested in American literature and popular culture. Analyses will focus primarily on how texts and films produced within the last decade maintain or challenge established boundaries of the Asian-American identity. Specific issues to be investigated include the model minority discourse and the demands of assimilation and citizenship; ethnic authenticity and hybridity; gender roles and sexual anxieties; cultural memory and nostalgia; and the commodification of Asian cultures and identities. For undergraduate English majors, this course satisfies the Period (C-3) requirement. Ms. Huang/Offered every other year

**ENG281 AMERICAN LITERARY RENAISSANCE/SEMINAR (C-2)**

**TOPIC FOR FALL 2005: Lydia Maria Child's Nineteenth Century**

The writing of Lydia Maria Child—ranging from historical novels to domestic how-to books to political essays—will provide the background for this course on major texts of the American Renaissance period. We will read the writing of authors such as Emerson, Thoreau, Hawthorne, Douglass, Stowe, Jacobs, and Melville in relation to literary preferences, social trends, and political movements as seen throughout the lens of Child's long, eclectic and often controversial career. The topic of this course may change each year. A student may take this seminar more than once, as long as the topics differ each time. For undergraduate English majors this course satisfies the Period (C-2) requirement. Ms. Neuman/Offered every year

**ENG282 STUDIES IN 19TH-CENTURY AMERICAN LITERATURE/SEMINAR (C-2)**

An historical analysis of canonized and noncanonized American works from the second half of the 19th century. Historical contexts will be examined to explore the progression of interpretations directed at these works up to the present time. For undergraduate English majors, this course satisfies the Period (C-2) requirement. Mr. Elliott/Offered periodically

**ENG283 VISIONS OF REPRESENTATION: 1860-1920/ SEMINAR (C-2)**

Explores the problematic assumptions of literary representation underlying American realism through selected works of American writers. Conventional interpretations of realist writing are often challenged by issues of race, class, gender and cultural contexts. Examines works by Twain, Howells, James, Dreiser, Jewett, Cather, Cooke, Chopin and others. For undergraduate English majors, this course satisfies the Period (C-2) requirement. Mr. Elliott/Offered every other year

**ENG290 CAPSTONE/SEMINAR (E)**

The capstone course aims to deepen and broaden each senior major's knowledge and interpretive skills. We will spend time on the aspects of English or American literature that the department feels every major

should know. Throughout the semester, each student will work on a paper of his or her choosing (e.g., a research paper for another seminar, a part of the honor's thesis). Shakespeare's "Hamlet" will be the touchstone text for 2005. For undergraduate English majors, this course satisfies the Capstone (E) requirement. Seniors only. Ms. Vaughan/Offered every fall

**ENG291 LITERATURE OF THE HARLEM RENAISSANCE/SEMINAR (C-3)**

Introduces the development of African-American aesthetics and literature as they evolved from roughly 1920 to 1935. The defining historical forces of the 19th century as well as those of the early-20th century are explored as auxiliary concerns for the focused examination of the major and minor figures comprising this movement. This course will also examine the Harlem Renaissance women writers and their works which, until recently, have remained largely unknown. For undergraduate English majors, this course satisfies the Period (C-3) requirement. Mr. Napier/Offered periodically

**ENG294 HISTORY OF THE ENGLISH LANGUAGE/ SEMINAR (C-1b)**

Examines changes in English mainly during the Anglo-Saxon and medieval periods. In addition to learning phonological and grammatical characteristics of the language during each period, the student examines language as a mirror of culture. For undergraduate English majors, this course satisfies the Period (C-1b) requirement. Ms. Gertz/Offered periodically

**ENG295 GENDER AND DISCOURSE/SEMINAR (D)**

Focuses on how cultural conceptions of gender guide language use for males and females and on ways in which discourse in its cultural context constructs gender. The implications for language use of ideology, enculturation and socialization patterns, dominance and inequality, and cultural diversity are considered. Both theory and research are covered and students conduct their own research projects. For undergraduate English majors and minors, this course satisfies the Theory or Criticism (D) requirement. Ms. Johnson/Offered every other year

**ENG297 HONORS IN ENGLISH: SENIOR YEAR**

Invited and interested students should identify an area of interest with an adviser and apply in writing to the department chair with a brief description of the project before the end of the junior year. Honors in English normally carries two credits. With the adviser's approval, students should register as ENG297 Honors in English for one credit in each of the two semesters of their senior year. The adviser and the student will agree on the project's stages. However, the department requires that a completed draft be turned in by the first day of the spring semester. The final thesis is due three weeks before the last day of the spring semester classes. The department requires one copy of the final thesis. A second reader, chosen by the student and the adviser, participates in the final evaluation. Details are available in the handbook for English majors. Staff/Offered every year

**ENG298 INTERNSHIPS**

Offered for variable credit. Staff

**ENG299 DIRECTED STUDY**

When asking a faculty member to sponsor directed study courses (299), the student should: 1) demonstrate competence to deal with the materials as literature and 2) present a well thought-out proposal. The student must take the initiative in selecting readings or carrying out the special project. Offered for variable credit. Staff



**ENG300 PEDAGOGY I**

A one-on-one with a departmental faculty member on pedagogy. TAs only.

**ENG301 PEDAGOGY II**

An advanced one-on-one with a department faculty member enabling the graduate student to acquire expertise in teaching. TAs only.  
Prerequisite: ENG300

**ENG302 PEDAGOGY III & IV**

For second-year graduate students who have been awarded a teaching assistantship. Advanced mentoring and classroom assignments as arranged with individual department faculty members. Information available from the chair. Prerequisite: ENG300 and ENG301.

**ENG330 SOUTHERN WRITERS OF THE 20TH CENTURY/SEMINAR**

See English 230.

**ENG331 WILLIAM FAULKNER/SEMINAR**

See English 231.

**ENG339 ALIENS AND OTHERS IN SCIENCE FICTION/SEMINAR**

See English 239.

**ENG340 INTRODUCTION TO GRADUATE STUDY IN ENGLISH/SEMINAR**

Examines certain fundamental aspects of literary theory and considers the nature of and relationships among the three principal areas in the discipline—bibliography and textual analysis, literary history, and literary criticism emphasizing theory. M.A. candidates not specifically exempted are required to take this course. Seniors by instructor permission. Mr. Sultan/Offered every fall semester

**ENG341 20TH-CENTURY CRITICAL METHODS/SEMINAR**

See English 240.

**ENG342 GRADUATE SEMINAR: SPECIAL TOPICS**

**TOPIC FOR SPRING 2006: The Location of Ethnicity in American Literature and Culture** According to Werner Sollors, "It makes little sense to define 'ethnicity-as-such,' since it refers not to a thing-in-itself but to a relationship: ethnicity is typically based on a CONTRAST." If ethnicity cannot be easily defined, then what do we make of its common and often uncritical use in everyday parlance? This seminar examines constructions of the "ethnic" in two "locales": the literary academe (with emphases on canon formation and multi-cultural curricula) and the culture industry (with attention to issues of representation in popular media). We'll investigate ethnicity's relationship with related categories of race, nationality, class and sexuality, and the various ways it exists within or against its implied opposite: the "American." Readings from classic theories of ethnicity to contemporary cultural criticism will provide the contexts and methods for our interrogation. This graduate seminar, with different topics, will be offered on a rotating basis by full-time faculty. Ms. Huang/Offered periodically

**ENG343 FEMINIST CRITICAL THEORY/SEMINAR**

See English 242.

**ENG345 MYTHOPOETICS/SEMINAR**

See English 245.

**ENG348 CONTEMPORARY LITERARY THEORY/SEMINAR**

See English 248.

**ENG349 SIGNS AND CROSSROADS/SEMINAR**

See English 249.

**ENG350 MEDIEVAL LITERATURE/SEMINAR**

See English 250.

**ENG351 CHAUCER/SEMINAR**

See English 251.

**ENG353 ADVANCED STUDIES IN SHAKESPEARE/SEMINAR**

See English 253.

**ENG354 STILL SPACES—EAST MEETS WEST: CONTEMPLATIVE PRACTICE IN THE CLASSROOM/SEMINAR**

See English 254.

**ENG355 STUDIES IN THE RENAISSANCE/SEMINAR**

See English 255.

**ENG356 SHAKESPEARE FROM PAGE TO STAGE/LECTURE, WORKSHOP**

See English 256.

**ENG357 LANGUAGE AT ISSUE/SEMINAR**

See English 257.

**ENG360 STUDIES IN 18TH-CENTURY BRITISH LITERATURE: SPECIAL TOPICS/SEMINAR**

See English 260.

**ENG362 STUDIES IN 19TH-CENTURY BRITISH LITERATURE: SPECIAL TOPICS/SEMINAR**

See English 262.

**ENG363 BRITISH ROMANTIC LITERATURE: RACE AND REVOLUTION IN ROMANTICISM/SEMINAR**

See English 263.

**ENG365 VICTORIAN LITERATURE/SEMINAR**

See English 265.

**ENG368 REGENDERING HISTORY: BRITISH WOMEN WRITING HISTORY/SEMINAR**

See English 268.

**ENG370 AFRICAN-AMERICAN SATIRICAL NOVEL/SEMINAR**

See English 270.

**ENG372 JOYCE AND LAWRENCE/SEMINAR**

See English 272.

**ENG376 ETHNIC AMERICA: LITERARY AND THEORETICAL PERSPECTIVES/SEMINAR**

See English 276.

**ENG377 RACE AND GENDER IN AFRICAN-AMERICAN LITERARY THEORY/DISCUSSION**

See English 277.

**ENG378 MODERN POLITICAL LITERATURE: CLASS, RACE, GENDER, ETHNICITY/SEMINAR**

See English 278.

**ENG379 FICTIONS OF ASIAN AMERICA/SEMINAR**

See English 279.

**ENG381 AMERICAN LITERARY RENAISSANCE/SEMINAR**

See English 281.

**ENG382 STUDIES IN 19TH-CENTURY AMERICAN LITERATURE/SEMINAR**

See English 282.

**ENG383 VISIONS OF REPRESENTATION: 1860-1920/SEMINAR**

See English 283.



**ENG390 DEPARTMENTAL COLLOQUIUM**

Provides graduate students with guidance, expertise and resolution for the writing of the master's thesis. The chief requirement is an oral presentation, ordinarily given in the student's final semester of course work. Participation and registration are required; however, the colloquium does not carry course credit and is not included as one of the eight courses needed to fulfill M.A. requirements. Ms. Gertz/Offered every semester

**ENG391 LITERATURE OF THE HARLEM RENAISSANCE/SEMINAR**

See English 291.

**ENG394 HISTORY OF THE ENGLISH LANGUAGE/ SEMINAR**

See English 294.

**ENG395 GENDER AND DISCOURSE/SEMINAR**

See English 295.

**ENG397 MASTER'S THESIS**

Prerequisite: permission of thesis adviser. Staff/Offered every semester

**ENG398 GRADUATE INTERSHIPS**

Staff/Offered for variable credit

**ENG399 GRADUATE DIRECTED STUDY**

Staff/Offered for variable credit

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**FOREIGN LANGUAGES AND LITERATURES**
**Program Faculty**

Michael Spingler, Ph.D., *Chair*

Maria Acosta Cruz, Ph.D.

Belén Atienza, Ph.D.

Paul Burke, Ph.D.

Carol D'Lugo, Ph.D.

Marvin D'Lugo, Ph.D.

William Ferguson, Ph.D.

Odile Ferly, Ph.D.

Everett Fox, Ph.D.

Beth Gale, Ph.D.

Walter Schatzberg, Ph.D.

**Adjunct Faculty**

Marcia Butzel, Ph.D.

**Part-Time Faculty**

Tzilla Barone, B.A.

Constance Montross, Ph.D.

Catherine C. Quick Spingler, M.A.

Ivy Sun, M.A.

Alice Valentine, M.A.

**Emeriti Faculty**

Michiko Aoki, Ph.D.

Raymond E. Barbera, Ph.D.

Kenneth Hughes, Ph.D.

Hartmut Kaiser, Ph.D.

Dorothy Kaufmann, Ph.D.

**Program Overview**

The Foreign Languages and Literatures Department is part of the Alice Coonley Higgins School of Humanities. The program investigates how peoples and nations express themselves through language, literature and other cultural phenomena. The interdisciplinary spirit of the program illuminates the relationship between national literatures and other areas of the humanities and social sciences.

The major is offered in French and Spanish. It is also possible, at the department's discretion, to major in more than one language (the combined foreign languages major). A student-designed major in German is also available.

There are majors available in comparative literature and ancient civilization as well. Though based in foreign languages and literatures, these two programs—together with the minor offered by ancient civilization—are described elsewhere in the catalog under their own headings.

**Major Requirements**

1. Eight courses above the intermediate level. In French, major credit is given for courses above FREN106; in German, above GERM102; in Spanish, above SPAN127.

The eight required courses include:

- An introductory-level course in literature
- A course in culture criticism
- For Spanish majors, an advanced grammar and composition course (SPAN237 or the equivalent); for French majors, FREN136, 137 or 140
- The Advanced Topics course (297)
- At least two courses taken in a Clark-sponsored or Clark-approved study-abroad program (This requirement may be waived in special circumstances.)

At least four of the eight required courses must be taken in residence at the Worcester campus.

2. Five related courses, at least one of which must be CMLT130 The National Imagination. These five related courses are to be selected with the major adviser. They might be courses in other languages and literatures, or in subjects further afield that enrich the student's understanding of core material. When the major program is concentrated in one language, a reading knowledge of a second language is strongly recommended. Only course grades of C or better may be counted toward the major.

**Requirements for the Combined Foreign Languages Major**

- Five courses in each of two languages, chosen from the list of courses that would count toward a single-language major (GERM103 and above; FREN120 and above; SPAN131 and above)
- The Advanced Topics course (capstone course, numbered 297) in at least one of the two language areas chosen
- One course in Comparative Literature, normally the core course (CMLT130) required of all our majors
- Four related courses, as determined in consultation with the student's major adviser
- At least two units of study abroad in a culture in which one of the target languages is spoken. Ordinarily, courses taken abroad may be counted toward the five required courses in each language area.

## Honors Program

This honors program is for foreign languages and literatures majors only. Majors who have done well in their Advanced Topics course (297) are invited to do an honors project in the senior year. Students wishing to work for honors should: 1) determine a suitable topic, in consultation with the major adviser, 2) find a faculty supervisor in the appropriate area of study (it may or may not be the major adviser) and 3) secure the permission of the department chair. A second faculty reader will participate in the final evaluation of the honors project.

Applicants for honors should ordinarily ask the chair's permission before the end of the junior year. (Extensions of this deadline may be granted in special circumstances.) The honors project supervisor and the student are expected to agree on a work schedule, but in any case a preliminary draft of the project must be completed by the first Monday in April. The final version is due one week before the last day of classes.

An honors project counts as one unit of credit.

## Foreign Languages and Literatures Minor

A minor program in foreign languages and literatures is offered in French, German and Spanish. To qualify, a student must complete six courses in the chosen discipline at a level of difficulty that would count toward a major in that field. Some courses may be replaced by courses outside the field of study but related to it (a course in Latin-American history, for example, might be counted as a related course toward a minor in Spanish). Advanced Topics courses required of majors (FREN297, GERM297 and SPAN297) are not required for the minor, but they may be taken for minor credit with permission of the instructor. Courses taken in study-abroad programs may be counted toward the minor, at the department's discretion. Students must declare their intention of fulfilling a minor by the end of the junior year. Only course grades of C or better may be counted toward the minor.

## Courses

### CHIN101 ELEMENTARY CHINESE/LECTURE, DISCUSSION

Introduces the Chinese language (standard Mandarin) for students with no background in Chinese. Focus is on all four language skills—speaking, listening, reading and writing—including the writing of Chinese characters. No credit is given for CHIN101 without successful completion of CHIN102. Staff/Offered every year

### CMLT130 THE NATIONAL IMAGINATION

This course explores the concept of a national community as constructed and critiqued through literary and cinematic narratives, as well as other cultural texts. Special emphasis is given to the ways in which national languages have been used to promote the sense of cultural continuity and identity for various national communities. Variable content. This is a team-taught course with national focus changing depending upon the participation of particular members of the foreign languages faculty. Staff/Offered every year

### FREN101 ELEMENTARY FRENCH/LECTURE, DISCUSSION

For students with no background in French or no more than one year of high-school French. Students work on all four language skills—listening, speaking, reading, writing—to develop an active knowledge of French. Students participate in weekly conversation groups with a French teaching assistant and work individually in the language lab. No credit is given for FREN101 without successful completion of FREN102. Ms. Spingler/Offered every year

### FREN103 ELEMENTARY FRENCH: INTENSIVE/LECTURE, DISCUSSION

Entry-level course for students with no more than two years of high-school French or the equivalent but who are not yet ready for intermediate-level work. Emphasizes active communication through speaking and writing. There are weekly discussion groups with a French teaching assistant and individual laboratory work. Ms. Spingler/Offered every semester

### FREN105 INTERMEDIATE FRENCH I/LECTURE, DISCUSSION

Consolidates basic skills for students who have completed FREN102 or the equivalent. Emphasizes communicative proficiency: the development of oral and written skills, self-expression and cultural insight. There are weekly conversation groups with a French teaching assistant. Prerequisite: FREN102, 103 or equivalent, or permission. Staff/Offered every semester

### FREN106 INTERMEDIATE FRENCH II/LECTURE, DISCUSSION

Bridges basic skills courses and advanced courses in language, literature and culture. Emphasizes literary and cultural texts. Develops ability to articulate ideas and to participate in meaningful discussions in French. Grammar review is based on specific needs of the group as revealed by class work and compositions. There are weekly conversation groups with a native French speaker. Prerequisite: FREN105 or equivalent determined by placement exam. Staff/Offered every semester

### FREN108 LITERATURE AND ART OF REVOLT IN MODERN FRANCE/FIRST-YEAR SEMINAR

This seminar studies the various avant-garde and experimental movements in France from 1890 to 1970 with particular focus upon the relationship between these movements and the artistic, cultural and political life of the early- and mid-20th century. The term revolt refers both to an aesthetic and an ideological phenomenon. We examine how a number of playwrights, painters, filmmakers and novelists sought to re-invent theatrical, artistic and literary form in order to challenge conventional modes of representing the world. Movements studied include Cubism, Surrealism, Existentialism and the Theater of the Absurd. We will also view some avant-garde films by Luis Buñuel and Jean Cocteau. Playwrights studied may include Alfred Jarry, Guillaume Apollinaire, Jean Cocteau, Jean-Paul Sartre, Albert Camus, Roger Vitrac, Boris Vian and Eugène Ionesco. Mr. Spingler/Offered periodically

### FREN112 FAIRY TALES OF THE WORLD/LECTURE, DISCUSSION/FIRST-YEAR SEMINAR

Fairy tales are among the oldest and simplest forms of literature. They communicate archetypal patterns of human experiences and societal behavior; they reflect human wisdom of all ages derived from all cultures; and their moral teaching is universal and universally applicable. This course will apply a variety of critical-analysis methods to a selection of fairy tales from different countries, with an emphasis on the Brothers Grimm and Perrault. Taught in English. Ms. Gale/Offered periodically

### FREN120 WAYS OF WRITING, WAYS OF SPEAKING

This third-year level course increases communicative competence in writing and speaking French. Models taken from French and Francophone texts are used as a basis for critical expression. Students improve verbal skills through class discussion, conversation groups and an oral presentation. Prerequisite: FREN106 or equivalent determined by placement exam. Staff/Offered every year



**FREN124 POPULAR CULTURE IN FRANCE**

An exploration of the multiple manifestations and transformation of French popular culture, from the 1940s to today, as disseminated in film, magazines, comics and music. Examines aspects of French culture such as youth culture, slang, sports, food and humor, and the way in which various media commonly portray topics such as family, love, foreigners and other social issues. Conducted in French. Ms. Ferly/Offered every year

**FREN127 MEDIA WORKSHOP IN FRENCH**

Intensive practice in spoken and written French through the study of print and visual news media. Based on their own exploration of current news in Francophone newspapers and television, students will produce model news stories, radio or television broadcasts. In-class activity involves the preparation, rehearsal and delivery of radio or television news items, and informal conversational "editorial board" meetings where students discuss the merits and interest of particular stories offered by their classmates and decide which items should be developed for inclusion in a particular newspaper issue or broadcast. Students will be expected to research current news in such papers as *Le Monde* and *Liberation* (available on the Web) and such newscasts as "le Journal de France 2" (available at Clark through SCOLA). Given in French. Mr. Spingler/Offered periodically

**FREN131 READINGS IN FRENCH LITERATURE/LECTURE, DISCUSSION**

Introduces analysis and understanding of French literary texts and their visions of the world and of the self. Focuses on literary structures and conventions that form the basis of different genres through history. Readings include a wide range of complete texts in fiction, theater and poetry. Prerequisite: FREN120 or permission. Staff/Offered every year

**FREN136 STUDIES IN THE EVOLUTION OF FRENCH CULTURE/LECTURE, DISCUSSION**

Traditional French values, myths and social institutions in their relationship to changing cultural and social realities. We study Louis XIV's Gardens of Versailles and Napoleon III's redesigning of Paris as cultural texts that represent dominant political and social ideologies. Prerequisite: FREN120 or permission. Mr. Spingler/Offered periodically

**FREN137 STUDIES IN CONTEMPORARY FRENCH CULTURE**

Questions of cultural identity and cultural differences, with particular attention to France and foreigners, Franco-American (dis)connections and issues of immigration. Prerequisite: FREN120 or permission. Staff/Offered every year

**FREN140 FRANCOPHONE LITERATURE AND FILM**

An interdisciplinary analysis of the Francophone world through literature, social writing and film. Begins with an overview of French-speaking countries and regions in Asia, sub-Saharan Africa, Maghreb, Canada and the Caribbean. The focus continues on West Africa, the Caribbean and Maghreb. Conducted in French. Ms. Ferly/Offered every year

**FREN145 TRANSLATION WORKSHOP/LECTURE, DISCUSSION**

Students work on various texts (advertising, journalism, theater, film scripts and fiction) exploring theory, techniques and problems of translation. Emphasizes translation from French into English and stresses lexical and syntactic aspects of comparative style. Students become acquainted with the variety of texts an American professional translator might expect to work on, including film subtitling. Prerequisite: FREN120 or above or permission. Mr. Spingler/Offered periodically

**FREN160 FRENCH CULTURE SEEN THROUGH FILM: JEAN RENOIR/LECTURE DISCUSSION**

Analyzes cinematic aesthetic and narrative strategies of the films of Jean Renoir, a leading figure in French cinema. Traces development of his art and focuses particularly on the way two works, "The Grand Illusion" and "The Rules of the Game," explore the historical problem of a continuing presence of prerevolution values and myths within 20th-century French republican culture. Taught in English and French sections. Prerequisite for students receiving French credit: one course above 130 or permission. Mr. Spingler/Offered periodically

**FREN165 THEATER WORKSHOP IN FRENCH/LECTURE, DISCUSSION**

A workshop course using scene study to provide direct experience of the theatrical synthesis within which play, actor and spectator operate. Emphasizes vocal delivery through intensive work on diction, phrasing, rhythm and gesture. Explores various approaches to the play's staging. Typically one playwright is studied and topics of theatrical practice are combined with theoretical issues concerning the social background and artistic conventions of the playwright's period. Playwrights studied may be: Molière, Marivaux, Ionesco, Beckett. Conducted in French. Prerequisite: one French course above 130 or permission. Mr. Spingler/Offered periodically

**FREN170 THE COMIC SPIRIT IN FRENCH THEATER/LECTURE, DISCUSSION**

Traces the tradition of self-referential theater in France and explores the techniques of the play-within-the-play. The course also examines how playwrights parody and subvert the dominant theatrical conventions and styles of their time, ranging from 17th-century comedy through contemporary-absurdist and avant-garde theater. Playwrights studied include Molière, Marivaux, Musset, Feydeau, Anouilh, Ionesco, Genet and Beckett. Mr. Spingler/Offered periodically

**FREN211 COMING OF AGE IN THE FRENCH NOVEL/LECTURE, DISCUSSION**

A close look at youth and the construction of adult identity in the French novel of the 19th and 20th centuries. Discussion of instruction vs. education, family structures, friendship, love relationships and sexuality, gender roles and society, and the transformation of narrative forms. Authors may include Balzac, Sand, Zola, Rachilde, Colette, Gide and Duras. Taught in French. Prerequisite: FREN131, 136 or above, or permission. Ms. Gale/Offered periodically

**FREN240 PARIS IN ARTS AND LITERATURE/SEMINAR**

Investigates changing urban consciousness of 19th-century France by examining problems of representing the city through urban planning (architecture and urban landscape), and through visual representation of Paris by two painters, Caillebotte and Manet, and the literary representation of Paris by two poets, Baudelaire and Rimbaud. Given in French. Prerequisite: two French courses above 130 or permission. Mr. Spingler/Offered periodically

**FREN245 MYSTERIES OF THE CITY/LECTURE, DISCUSSION**

Study 19th-century France origins of the myth of the city as a place of mystery, enchantment and danger. Starting with Eugène Sue's "Mysteries of Paris," the course traces narrative and poetic representations of the city as instances of the melodramatic imagination. Explore the roots of the modern roman and film noir in such texts as Zola's "Thérèse Raquin." Authors studied include Eugene Sue, Victor Hugo, Honoré de Balzac, Charles Baudelaire and Emile Zola and some 20th-century cinematic representations of 19th-century Paris. Conducted in French. This seminar may be taken by senior majors to fulfill their capstone requirement. Mr. Spingler/Offered periodically



**FREN256 LESSONS LEARNED: EDUCATION IN THE 20TH-CENTURY NOVEL.**  
**LECTURE/DISCUSSION**

An exploration of literary portrayals of youth and the passage to adulthood, with a focus on the role of the school. Topics include the adolescent body, gendered identity, social structures and narrative strategies. Authors studied may include Colette, Alain-Fournier, Gide, Sagan, Ernaux and Duras. Taught in French. Prerequisite: FREN131 and another course at the 130 level in French or by permission. Ms. Gale/ Offered periodically

**FREN264 WRITING AND IDENTITY IN THE FRANCOPHONE CARIBBEAN**

An examination of the notion of identity in writing from Haiti and the French Caribbean (Guadeloupe, Martinique and French Guyana). The course looks at the society and economy of the Francophone Caribbean, their relationship with France both in cultural and political terms, the main socio-cultural challenges these Caribbean societies face today, as well as the literary canon of the region. Conducted in French. Ms. Ferly/Offered every other year

**FREN267 FRENCH CINEMA: THE NEW WAVE/LECTURE, DISCUSSION**

Focuses primarily on the films of Jean-Luc Godard, which profoundly changed the look of contemporary cinema including American films. Also includes films by François Truffaut, Louis Malle, and Claude Chabrol, but primarily explores how Godard's radical transformations of film form reflected the crisis in cultural and political consciousness in France in the 1960s. Taught in English. Prerequisite for French credit: two courses above 130 or permission. Mr. Spingler/Offered periodically

**FREN270 THE MODERN FRENCH THEATER: EXPERIMENTS OF THE AVANT-GARDE/LECTURE, DISCUSSION**

Studies the origins and developments of the avant-garde theater of France with particular emphasis on the staging of the plays. Focuses on the theater since 1950, especially works by Ionesco, Beckett, Genet and Arrabal. Explores affinities between these playwrights and Dada and Surrealist movements and studies three precursors: Jarry, Ghelderode and Artaud. Conducted in French. Prerequisite: two courses above 130 or permission. Mr. Spingler/Offered periodically

**FREN297 ADVANCED TOPICS/SEMINAR**

A required capstone course for senior majors. Open to advanced students with permission of instructor. Modified versions of courses above the 200 level are offered periodically for 297 credit. Ms. Ferly, Ms. Gale, Mr. Spingler/Offered every year

**GERM101 INTRODUCTORY GERMAN/LECTURE, DISCUSSION**

Imparts an active command of German. Combines grammar, oral practice and readings in literary and expository prose. There are weekly conversation groups with a native German speaker and individual laboratory work. No credit is given for GERM101 without successful completion of GERM102. Staff/Offered every year

**GERM103 INTERMEDIATE GERMAN I/LECTURE, DISCUSSION**

Consolidates basic skills for students who have completed GERM102 or the equivalent. Reviews grammar, reading and discussion of selections from newspapers and magazines. Develops skills in oral and written expression. There are weekly conversation groups with a native German speaker and individual laboratory work. Prerequisite: GERM102 or equivalent. Staff/Offered every year

**GERM104 INTERMEDIATE GERMAN II/ LECTURE, DISCUSSION**

Bridges basic skills courses and advanced courses in language, literature and culture. Reviews grammar and studies literary works on themes of contemporary German culture. Develops the ability to articulate ideas and to participate in discussions in German. There are weekly conversation groups with a native German speaker as well as individual laboratory work. Prerequisite: GERM103 or equivalent. Staff/Offered every year

**GERM131 GERMAN CULTURE AND CONVERSATION/LECTURE, DISCUSSION**

This third-year course strengthens speech habits, increases vocabulary and improves written expression. Literary and journalistic texts serve as a basis for discussion of contemporary issues. Weekly written assignments. Prerequisite: GERM104 or equivalent. Staff/Offered every year

**GERM150 THE NEW GERMAN CINEMA/LECTURE, DISCUSSION**

Studies films by German directors Fassbinder, Herzog, Kluge, Schlöndorff, Sanders-Brahms, Von Trotta and Wenders. Examines the cinematique technique and world view unique to each director. Also examines German-American cultural cross currents and social issues. Students study the films, read critical writings, write film critiques and produce a paper on the New German Cinema. No prerequisites. Mr. Schatzberg/ Offered periodically

**GERM156 THE MODERN GERMAN SHORT STORY/LECTURE, DISCUSSION**

After years of isolation and stagnation during and after the Nazi period, young writers, anxious to establish new values and connect with international literary developments, discovered the English and American short story and adapted it to historical, social and cultural conditions in Germany. The short story became the most important literary form. This course reviews leading modern German writers, emphasizing thematic variety and structural complexities. Prerequisite: GERM131 or equivalent. Staff/Offered periodically

**GERM188 THE CULTURE OF THE WEIMAR REPUBLIC IN LITERATURE, FILM AND THE ARTS/LECTURE, DISCUSSION**

Explores modernism and modernity in German literature and art during the Weimar Republic (1918-1933). Studies novels, plays, films and paintings within the framework of cultural and political developments in Germany from the turn of the century to the rise of National Socialism. Conducted in English. Mr. Schatzberg/Offered every other year

**GERM297 ADVANCED TOPICS TUTORIAL IN GERMAN LITERATURE/LECTURE, DISCUSSION**

Determined by the needs and interests of individual students. Ordinarily taken by senior German majors as a capstone experience. Other advanced students of German language and literature may be invited to participate in the tutorials as space permits. Staff/Offered every year

**GRK101 INTRODUCTORY GREEK I, II/LECTURE, DISCUSSION**

Introduces the language of classical Greece. Covers the grammar and syntax of the Ancient Greek. Students read Ancient Greek texts including philosophical works such as Plato's "Apology of Socrates and Crito," and selections from Homer, Herodotus and the New Testament. No credit is given for GRK101 without successful completion of GRK102. Mr. Burke/Offered every other year

**GRK299 SUPERVISED READING IN PHILOSOPHICAL GREEK**

A study of selected philosophical texts in Greek. Mr. Pakaluk/Offered every semester



**HEBR101 ELEMENTARY HEBREW I/ LECTURE, DISCUSSION**

Modern conversational Hebrew. Emphasizes speaking, reading, writing and listening skills. Acquisition of vocabulary and basic grammar. Two class meetings per week, one hour of mandatory drill sessions led by a teaching assistant and individual work in the language laboratory. No credit is given for HEBR101 until successful completion of HEBR102. Ms. Barone/Offered every year

**HEBR102 ELEMENTARY HEBREW II/LECTURE**

This course is a continuation of HEBR101. Offered also for students who placed at that level during placements exams.

**HEBR103 INTERMEDIATE HEBREW/LECTURE, DISCUSSION**

Modern conversational Hebrew. Emphasis on speaking, reading, writing and listening skills. Enrichment and reinforcement of verbal expressions and grammatical structures. Two class meetings per week, one hour of mandatory drill sessions led by a teaching assistant and individual work in the language laboratory. HEBR102 or the equivalent required. Ms. Barone/Offered every year

**HEBR104 INTERMEDIATE-ADVANCED HEBREW/LECTURE, DISCUSSION**

Surveys significant Hebrew texts, including literature and newspapers, focusing on the Holocaust through literature. Enrichment of verbal and written expression and grammatical structures. Two class meetings per week, one hour of drill sessions, and individual work in the language laboratory. HEBR103 or equivalent required. Ms. Barone/Offered every year

**HEBR105 ADVANCED HEBREW/LECTURE, DISCUSSION**

For students who have studied the basics of Hebrew grammar. Reinforces conversational and grammatical skills through discussion, composition and reading Hebrew literature and newspapers. Literary readings focus on Israel or the development of the language. Prerequisite: HEBR104 or the equivalent. Ms. Barone/Offered every year

**HEBR106 SPECIAL TOPICS IN HEBREW/DISCUSSION**

Presents modern Hebrew literature predominantly in the original language. Through poetry, short fiction and current journalism, the course examines major issues in Israeli culture: the early immigrant experience, the Holocaust and the Arab-Israeli conflict. Students enrich their verbal and written expression and study increasingly complex grammatical structures. Ms. Barone/Offered every year

**HEBR299.6 SPECIAL TOPICS IN HEBREW/DISCUSSION**

Close reading and discussions of a novel in Hebrew by a famous Israeli writer. A paper is required based on the topic the book raises. The meetings will be individually with each student. Ms. Barone/Offered periodically

**JAPN101 ELEMENTARY JAPANESE/LECTURE, DISCUSSION**

Introduces the Japanese language, emphasizing speaking, listening, reading and writing skills. No credit is given for JAPN101 without successful completion of JAPN102. Ms. Valentine/Offered every year

**JAPN103 INTERMEDIATE JAPANESE/LECTURE, DISCUSSION**

A continuation of first-year Japanese, emphasizing learning kanji, mastering more complex grammatical forms, and increasing fluency. Prerequisite: JAPN102 or permission. Ms. Valentine/Offered every year

**JAPN105 ADVANCED JAPANESE/LECTURE, DISCUSSION**

Primary emphasis is on building critical vocabulary and understanding Japanese behavior patterns. Prerequisite: permission. Ms. Valentine/Offered periodically

**JAPN180 JAPANESE CULTURE AND LITERATURE IN TRANSLATION/LECTURE, DISCUSSION**

The focus of the class is on 20th-century Japanese literature as a way of exploring Japanese culture and values. How have writers responded to the dramatic events of the past hundred years? How does literary art both reflect and interpret tradition amidst transformation? What's "Japanese" about the works we'll read, and what seems "universal"? How can these texts shed light on Japan's experience with the west, with modernism, war and defeat, affluence and postmodernism? What do they reveal about Japanese constructions of the self, of the nation? Ms. Valentine/Offered every other year

**JAPN190 JAPANESE WOMEN WRITERS**

Explores Japanese poetry and prose in translation, from the literary tradition of 10th- through 11th-century Japan, through the reawakening of women writers in the early modern period to contemporary writers popular both in Japan and abroad. Emphasis is on the cultural context of author and audience and the changing role of women in Japanese society. Ms. Valentine/Offered periodically

**LAT101 INTRODUCTORY LATIN**

Introduction to the culture and language of Catullus, Ovid, Horace, et al., through reading, oral and written exercises in grammar and syntax, and historical studies with Roman coins. Students will work in small groups and on a play performed on or around the Ides of March when they will also experience Roman cuisine. No credit is given for LAT101 without successful completion of LAT102. Weekly lab required. Ms. Sun/Offered every year

**LAT103 INTERMEDIATE LATIN**

Vergil's "Aeneid" reviews the basics of Latin grammar through the close reading of selected passages from Vergil's "Aeneid." Investigation of relevant archeological and artistic material will supplement the Latin text in building a comprehensive picture of the artistic and political culture of Augustan Rome. Mr. Burke/Offered every other year

**LAT299 SUPERVISED READING IN PHILOSOPHICAL LATIN**

A close reading of selected philosophical texts in Latin. Mr. Pakaluk/Offered every semester

**LAT299.1 DIRECTED READING IN LATIN LITERATURE**

A reading of selected literary texts. Ms. Sun/Offered every semester

**SCRN263 TOPICS IN FRENCH CINEMA/ LECTURE, DISCUSSION**

See Screen Studies 263.

**SPAN101 ELEMENTARY SPANISH I, II/DISCUSSION**

For students with no more than one year of the language, this course develops basic skills in speaking, reading and writing Spanish. Meets for three hours per week; regular class assignments are supplemented by individual work in the Language Arts Resource Center (LARC). No credit is given for SPAN101 without successful completion of SPAN102. Ms. Acosta Cruz, Ms. Atienza, Ms. Montross, Staff/Offered every year

**SPAN103 ELEMENTARY SPANISH: INTENSIVE/ LECTURE, DISCUSSION**

An accelerated elementary course, intended for students who have had no more than two years of high-school Spanish. Three hours per week, plus individual work in the Language Arts Resource Center. Staff/Offered every year



**SPAN105 INTERMEDIATE SPANISH I/LECTURE, DISCUSSION**

An intermediate course intended for students with no more than three years of high-school Spanish. Integrates the essential aspects of Spanish in a structured manner, while at the same time reviewing grammar and enhancing skills in reading, writing and conversation. Also develops awareness and appreciation of Hispanic cultures. Prerequisite: successful completion of SPAN101 and 102, 103 or the equivalent. Discussion session required. Ms. Acosta Cruz, Ms. D'Lugo, Staff/Offered every semester.

**SPAN106 INTERMEDIATE SPANISH II/LECTURE, DISCUSSION**

Normally taken after SPAN105, SPAN106 further strengthens skills in the language through grammar reviews, readings on Hispanic themes and class discussions. Emphasis is on activities in reading, writing, speaking and conversational understanding as a preparation for more advanced work. Prerequisite: successful completion of 105 or the equivalent. Discussion session required. Ms. Acosta Cruz, Ms. Atienza, Ms. Montross, Staff/Offered every semester

**SPAN117 FIELD WORK IN THE LATINO COMMUNITY**

Offers an opportunity to work in an agency or project serving the Latino community in Worcester (the bilingual school program, Casa de la Comunidad, Worcester Legal Services, etc.). Advisers supervise the student work. Students keep a journal on the experience in which they examine language, culture and related problems of the bilingual community. Students read works of Latino literature and write short papers in Spanish. Weekly meetings with instructor. Prerequisites: proficiency in Spanish; successful completion of course work in the field or fields related to the specific project area; permission of instructor. Offered for credit, but is not graded. Ms. Montross/Offered every semester

**SPAN127 PRACTICE IN ORAL AND WRITTEN SPANISH/LECTURE, DISCUSSION**

A transitional course between intermediate Spanish and the upper-level offerings. Develops fluency and sophistication in spoken and written Spanish. Emphasizes practice in conversation, composition and selected grammar review. Prerequisite: SPAN106 or by permission. Ms. D'Lugo, Mr. Ferguson, Staff/Offered every semester

**SPAN131 READINGS IN HISPANIC LITERATURES/LECTURE, DISCUSSION**

Introduces modern Hispanic narrative, lyric, and dramatic literature. Studies works by authors of Spain and Latin America and their literary, social, cultural and political context. Readings illuminate such themes as the idea of cultural continuity and modernity, notions of norm and deviance in the Hispanic community and national identity. Since course content is variable, students may request permission to take the class twice. Conducted in Spanish. Prerequisite: SPAN127. Required for majors. Ms. Atienza, Ms. Acosta Cruz, Ms. D'Lugo, Mr. D'Lugo, Mr. Ferguson/Offered every semester

**SPAN133 STUDIES IN HISPANIC CULTURE/LECTURE, DISCUSSION**

A third-year course introducing students to the diversity of Hispanic culture through literature, history, the arts, Internet, and visual media. Focuses on one or two of the following national cultures: Chile, Cuba, Mexico, Puerto Rico, Spain, Argentina. Conducted in Spanish. Prerequisite: SPAN127. Required for majors. Ms. Acosta Cruz, Ms. Atienza, Ms. D'Lugo, Mr. D'Lugo, Mr. Ferguson/Offered periodically

**SPAN134 LATINO LITERATURE AND MEDIA**

Explores the variety of expressions of Latino identity as a hybrid formation within U.S. culture of the last half century. Unlike traditional Spanish-language literature, which is historically formed and rooted

within a Hispanic national community, Latino culture generally functions between and around cultures. It is a culture of migration, assimilation, resistance to the melting pot, as well as a unique expression of a new ethnicity in formation. It expresses, among other themes, the identity of Puerto Rican-Americans, Cuban-Americans and Mexican-Americans and that of other Spanish speakers living in the United States. The objective of the course is to explore the variety of efforts to define Latino culture in the United States through literary and cinematic practices as well as through political and cultural writings. Conducted in English. No required prerequisites. Not offered to first-year students. Spanish credit may be available. Ms. Acosta Cruz, Mr. D'Lugo/Offered periodically

**SPAN140 SPANISH DRAMATIC EXPRESSION: PLAY PRODUCTION/LECTURE, DISCUSSION**

Acquaints students with the rhythms, intonations and gestures typical of contemporary spoken Spanish. Through study and presentation of two or more contemporary dramatic works, students gain practical experience in linguistic and cultural skills. Although some consideration is given to the texts as literature, the course is primarily a workshop in advanced oral Spanish. Prerequisite: SPAN127. Staff/Offered periodically

**SPAN141 SPANISH TRANSLATION WORKSHOP/LECTURE, DISCUSSION**

Introduces students to the basic issues involved in translation including considerations of cultural difference, language equivalencies, translation loss and ways to approach the source text. Among the texts translated are fragments of prose fiction, songs, magazine ads, product instructions, editorials, and movie dialogue (subtitles). Prerequisite: SPAN131 or permission. Ms. D'Lugo/Offered periodically

**SPAN236 WOMEN IN HISPANIC LITERATURE/LECTURE, DISCUSSION**

Topics include alienation with women's "culture," identity, family structure, violence against women, and women in the national imagination. Readings are from the Spanish and Latin-American tradition. Conducted in Spanish or English. By permission only. Ms. Acosta Cruz, Ms. Atienza, Staff/Offered periodically

**SPAN237 ADVANCED ORAL AND WRITTEN SPANISH/LECTURE, DISCUSSION**

An advanced language course offering a sophisticated review of grammar with exercises in composition, vocabulary, pronunciation and intonation. Conducted in Spanish. By permission only. Required for majors. Ms. Acosta Cruz/Offered periodically

**SPAN238 HISPANIC LITERATURE OF POLITICAL COMMITMENT/LECTURE, DISCUSSION**

Studies the creative writer's position amidst 20th-century revolutionary change. Writers discussed include Pablo Neruda, César Vallejo, Ernesto Cardenal, Francisco Ayala and Miguel Hernández; Cuban writers and poets in their sometimes ambiguous relationship to their country's revolution; the writers of the Chicano movement and the dream of Aztlán; and Puerto Rican authors, both on the mainland and on their native island. Conducted in Spanish. Prerequisite: SPAN131. Mr. Ferguson/Offered periodically

**SPAN239 HISPANIC CARIBBEAN FICTION/ LECTURE, DISCUSSION**

Examines literature, arts and media in Spanish language countries in the Caribbean Basin. Topics include: Afro-Antillean culture movements, women's literature, hybrid and national identity. Conducted in Spanish. By permission only. Ms. Acosta Cruz/Offered periodically



**SPAN242 THE LATIN-AMERICAN NOVEL/ LECTURE, DISCUSSION**

Readings and discussions of selected works by contemporary Latin-American novelists, emphasizing technical innovations in relation to social and political thematics. Critical, historical and cultural material provides a context for the creative surge reflected in 20th-century narrative practice. For Fall 2005 emphasis will be on Mexican literature. Prerequisite: SPAN131. Ms. D'Lugo/Offered periodically

**SPAN243 LATIN-AMERICAN ESSAY AND THOUGHT/LECTURE, DISCUSSION**

History and development of Latin-American culture through the essay genre. Looks at essays that explore issues of national identity, politics, ethnic minorities and women's status, and issues of hybridity and globalization. Conducted in Spanish. Ms. Acosta Cruz, Mr. Ferguson/Offered periodically

**SPAN245 HISPANIC-AMERICAN SHORT STORY/LECTURE, DISCUSSION**

Introduces the tradition and development of short narrative in Hispanic America, from its beginnings in colonial chroniclers through the progressive refinements of theme, local color, style and narrative technique that led to fictions of the 20th-century "boom" and beyond. Readings include works by Rubén Darío, Horacio Quiroga, José Luis Borges, Carlos Fuentes, Julio Cortázar, Juan Rulfo, Rosario Ferré, Luisa Valenzuela. Conducted in Spanish. Prerequisite: SPAN131. Mr. Ferguson, Ms. D'Lugo/Offered periodically

**SPAN246 STUDIES IN SPANISH CINEMA/LECTURE, DISCUSSION**

Surveys principal Spanish films and filmmakers of the past 50 years in the context of political and social change in Spain. Considers formulation of cultural ideology through franquista cinema in the 1940s and rise of opposition cinema 1950-1975, operations of film censorship, rise of regional film cultures in post-Franco Spain, and auteurism and national/international audiences of Spanish cinema. Topics vary each time the course is offered. Conducted in Spanish. Offered in English on an occasional basis. Mr. D'Lugo/Offered periodically

**SPAN248 STUDIES IN LATIN-AMERICAN CINEMA/ LECTURE, DISCUSSION**

Surveys film cultures, directors and works in Latin America, emphasizing developments in Argentina, Brazil, Cuba and Mexico. Examines politics of representation, cultural nationalism in Latin-American cinema, issues of authorship and alternative film practices in Third World cinema. Conducted in Spanish. Offered in English on an occasional basis. Mr. D'Lugo/Offered periodically

**SPAN249 STUDIES IN HISPANIC CINEMA/LECTURE**

Provides students who have already completed Spanish 246 or 248 the opportunity to further explore development of film and film culture in Spain or Spanish America. Topics vary each time the course is offered. Sample topics from Spanish cinema include: Spanish and foreign constructions of national identity; narratives of female empowerment; selected film auteurs (Almodóvar, Borau, Buñuel, Saura). Sample topics from Latin-American cinemas include: race, gender and ethnicity in various Latin-American cultures; cinema as political intervention; selected film auteurs (Tomás G. Alea in Cuba, Emilio "Indio" Fernández in Mexico, Fernando Solanas in Argentina). Mr. D'Lugo/Offered periodically

**SPAN259 INTRODUCTION TO GOLDEN AGE THEATER/LECTURE, DISCUSSION**

An introduction to Spain's greatest playwrights—Lope de Vega, Tirso de Molina, Ruiz de Alarcón, Calderón de la Barca and sor Juana Inés de la Cruz. Conducted in Spanish. Prerequisite: SPAN131. Ms. Atienza, Mr. Ferguson/Offered periodically

**SPAN260 THE AGE OF CERVANTES/LECTURE, DISCUSSION**

Introduces Spanish literature and society in the Golden Age, from the era of Catholic monarchs to the death of Cervantes and beyond. Examines works in a variety of genres, tracing development of Spanish imagination from the flowering of Renaissance humanism through the Counter-Reformation and the birth of the baroque, a profile of brilliance and despair that characterizes Spain in these imperial centuries. Conducted in Spanish. Prerequisite: SPAN131. Ms. Atienza, Mr. Ferguson/Offered periodically

**SPAN265 LATIN-AMERICAN POETRY/LECTURE, DISCUSSION**

Beginning with colonial times and the poems of Sor Juana, students will read a generous selection of poems from all of Latin America. The course will emphasize the extraordinary flowering of poetic activity in the 20th century. Conducted in Spanish. Prerequisite: SPAN131. Mr. Ferguson/Offered periodically

**SPAN296 ADVANCED TOPICS/ SEMINAR**

Close readings and discussion of representative works by major Hispanic writers. Research project required. A required capstone course for senior majors. Variable topics for 2004-2006. Conducted in Spanish. Ms. D'Lugo, Mr. D'Lugo, Ms. Acosta Cruz, Ms. Atienza, Mr. Ferguson/Offered every year

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**SCHOOL OF GEOGRAPHY**

Clark's School of Geography is ranked as a Tier 1 undergraduate geography program by "Rugg's Recommendations on the Colleges" (22nd edition, 2005). The undergraduate program provides an academic environment characterized by small class sizes, close interactions with faculty, and opportunities for independent study and research. The School offers two undergraduate majors, Geography and Global Environmental Studies, as well as minors in Geography and Global Environmental Studies.

The Graduate School of Geography offers a traditional doctoral program, in addition to an accelerated master's degree program for its qualified students, leading to an M.A. in Geographic Information Science. In collaboration with Clark's International Development, Community and Environment Department, the Graduate School of Geography also offers an M.A. in Geographic Information Sciences for Development and Environment.

Established in 1921, The Graduate School of Geography is consistently ranked among the elite geography programs in North America and focuses primarily on doctoral training. It also shares a joint M.A. in Geographic Information Sciences for Development and Environment with Clark's International Development, Community and Environment Department.

## GEOGRAPHY

### Program Faculty

B. L. Turner, Ph.D., *Director*  
David Angel, Ph.D.  
Yuko Aoyama, Ph.D.  
J. Ronald Eastman, Ph.D.  
Jody Emel, Ph.D.  
Susan Hanson, Ph.D.  
Stanley Herwitz, Ph.D.  
Douglas Johnson, Ph.D.  
Roger Kasperson, Ph.D.  
Laurence A. Lewis, Ph.D.  
Deborah Martin, Ph.D.  
James T. Murphy, Ph.D.  
Richard Peet, Ph.D.  
Colin Polsky, Ph.D.  
R. Gil Pontius, Ph.D.  
Samuel Ratick, Ph.D.  
Dianne Rocheleau, Ph.D.  
John Rogan, Ph.D.

### Emeriti Faculty

Martyn Bowden, Ph.D.  
Gerald Karaska, Ph.D.  
Duane S. Knos, Ph.D.  
William A. Koelsch, Ph.D.  
Robert Mitchell, Ph.D.  
Henry J. Steward, Ph.D.

### Staff

Joanne Miller: *Managing Editor, Economic Geography*  
Beverly Presley, A.M.L.S.: *Map and Geography Librarian*

### Program Overview

Geography and our newest major, Global Environmental Studies, take students into the world of integrated science by focusing on the relationships between people and their environments. Students work on problems of sustainable development; the livability of cities and the causes and consequences of urban sprawl; climate change; local consequences of economic globalization; social consequences of climate change; and politics, gender, and livelihood chances. Majors also have the opportunity to become experts in GIScience (geographical information science).

Special facilities available to students include the Jeanne X. Kasperson Research Library at the George Perkins Marsh Institute; the Guy H. Burnham Map and Aerial Photograph Library, the Clark Labs for Cartographic Technologies and Geographic Analysis, an earth-science teaching and research laboratory, a computer lab, and the research station at Tower Hill Botanic Garden.

### The Clark Advantage

Geography and Global Environmental Studies (GES) majors have the opportunity to work on research projects with faculty members and graduate students in one of the most prestigious graduate programs of geography worldwide. Summer Fellowships are available for qualified students to participate in the Human-Environment Regional Observatory (HERO) program, an intensive summer academic-year research effort focused on environmental change in New England.

Eligible majors also have the opportunity to enter the accelerated M.A. in GIS program.

Geography and GES undergraduates are served by the Clark University Geography Association (CUGA), Gamma Theta Upsilon, an international geographic honors society, and a School of Geography Newsletter that is produced twice a semester.

CUGA is the voice of Geography and GES majors, with student representation on the undergraduate studies committee and the opportunity to attend departmental meetings. CUGA representatives are able to vote and give their ideas and opinions on various topics that concern undergraduate majors. They also attend field trips and periodically have group gatherings to discuss topics of interest to geography majors, such as research, internships, courses and future jobs.

Gamma Theta Upsilon is an elite international honor society; initiates must have completed a minimum of three geography courses, have a B average in geography, rank in the upper 35% of their class, and have completed at least three semesters or five quarters of college course work. For more information on Gamma Theta Upsilon please see their Web site at: <http://perth.uwlax.edu/GTU>.

The Geography News is a newsletter produced by the undergraduate program assistant in geography with the help of geography majors. The newsletter typically contains information about course offerings, new professors/staff members, student achievements, academic activities, current events at Clark, geographical news from the field and write-ups on field trips. We like to keep our students informed with the latest geographical information.

### Major Requirements

Students majoring in Global Environmental Studies (GES) should consult the GES section of the catalog.

For more specific information on the requirements of the geography major please see the Guide to the Geography Major located on our Web site at [www.clarku.edu/departments/geography/undergrad/major.shtml](http://www.clarku.edu/departments/geography/undergrad/major.shtml)

Students majoring in geography prepare a learning plan with their adviser and take a minimum of 10 geography courses in accordance with the following guidelines:

- Four introductory core courses, one from each of geography's four concentrations of study
- Two skills courses
- Three specialization courses consistent with student's selected study concentration
- One research application course
- One capstone course

### 1. A Formal Learning Plan

Each student is required to prepare, with the assistance of her or his adviser, a formal learning plan that establishes the logical connections among the specialization courses and the elective skills course. The learning plan is typically a single page in length, and requires signatures by the student, faculty adviser, and director or undergraduate adviser. This approval process should normally be obtained before the end of the spring semester of the junior year and must be completed before senior clearance will be granted.



## 2. Four Introductory Core Courses

Core courses emphasize core geographic study interests, concepts and ways of creating knowledge; courses in the core are designed to help build frameworks for understanding the world. Students select one core course from each of the following four broad disciplinary divisions, although majors may substitute GEOG011 The World According to Geography, for either the Nature and Society, or Globalization, Cities and Development required core areas.

Each year, several 000- and 100-level courses are designated as core courses in each of these areas. In special cases, a 200-level course may be used to fulfill a core course requirement, subject to the approval of the student's adviser and either the undergraduate adviser or the director of the school

- **Nature and Society:** Analyzes the ways that human societies have used, shaped and constructed nature; impacts of societies, economies and cultures on ecological systems; and societal and environmental consequences of the interaction.

### **Core Courses in Nature and Society:**

GEOG010 Environment and Culture (First-Year Seminar)  
GEOG017 Culture, Place and Environment  
GEOG088 Light My Fire: The Burning of America (First-Year Seminar)  
GEOG126 Living in the Material World  
GEOG136 Gender and Environment  
GEOG180 Earth Transformed by Human Action  
GEOG197 Native Americans and Natural Resources

- **Globalization, Cities and Development:** Examines the ways that space and location shape economic, sociopolitical and cultural life; ways that economic, sociopolitical and cultural factors shape space and location; relationships between these processes and the dynamics of urban life.

### **Core Courses in Globalization, Cities and Development:**

GEOG016 Introduction to Economic Geography  
GEOG020 Introduction to Urban Geography  
GEOG050 Africa Today: Challenges and Opportunities (First-Year Seminar)  
GEOG107 Miracles of Asia: Economic Growth in Global Contexts  
GEOG127 Political Economy of Development  
IDND066 Global Society

- **Earth System Science:** Looks at the effects of land-cover change on natural systems; creation of landscapes by natural processes at a variety of scales; interactions between the various components of the world ecosystem (lithosphere, atmosphere, hydrosphere, ecosphere).

### **Core courses in Earth System Science:**

GEOG014 Weather, Climate and Landforms  
GEOG104 Earth System Science  
GEOG115 Introduction to Hydrology and Water Resources  
GEOG118 Environment and Disasters  
GEOG125 Viewing Earth from Above

- **Geographic Information Science:** Examines the acquisition, analysis and communication of geographic information; principles and techniques important in cartography, remote sensing, geographic information systems and spatial analysis.

### **Core courses in geographic information science:**

GEOG087 Introduction to Environmental Information Systems  
GEOG190 Introduction to GIS

## 3. Two Skills Courses

All geography majors take GEOG141 Research Methods (offered each year) and one additional course in a skill area appropriate to the student's area of specialization, as detailed in their learning plan (discussed below). The adviser's signature on the learning plan signifies formal approval of this elective skills course.

With the approval of the student's adviser, a comparable skills course in another department can be substituted. Students substituting a skills course from another department will need to take an additional geography course to ensure that a total of 10 geography courses are taken.

### **Geography skills courses include:**

GEOG110 Introduction to Quantitative Methods in Geography  
GEOG141 Research Methods in Geography  
GEOG190 Introduction to GIS  
GEOG206 GIS and Local Planning  
GEOG247 Intermediate Quantitative Methods in Geography  
GEOG260 Quantitative Modeling  
GEOG282 Advanced Remote Sensing

## 4. Three Specialization Courses

Each geography major takes three specialization courses, two of which must be at the 200 level and one of which may be either at the 100 or 200 level. Specialization courses are subject to approval by the student's adviser and must reflect a logical combination of courses as specified in the formal learning plan (see below). Formal approval of the elective specialization course is implied by the adviser's signature on the learning plan.

### **Specialization courses in geography:**

#### **Nature and Society**

GEOG224 Economy and Environment  
GEOG226 Social Theories of Environmental Risks and Hazards  
GEOG232 Landscape Ecology  
GEOG239 Country and Culture  
GEOG261 Decision Methods/Environmental Management Policy  
GEOG280 Urban Ecology: Cities as Ecosystems  
GEOG284 Environment and Development in the Middle East and North Africa

#### **Globalization, Cities and Development**

GEOG254 Urban Transportation: Prospects and Politics  
GEOG257 Internet Geography: Socioeconomic Impacts of Information Technologies  
GEOG275 Technology and Sustainability: Perspectives from the Global South  
GEOG289 Development Policy

#### **Earth System Science**

GEOG200 Land Degradation  
GEOG211 African Environments and Geographical Implications  
GEOG218 Seminar in Physical Environment and Development  
GEOG263 The Climate System and Global Environmental Change  
GEOG271 Groundwater Hydrology and Management  
GEOG290 Directed Research: NASA UAV Project

#### **Geographic Information Sciences**

GEOG206 GIS and Local Planning  
GEOG260 Quantitative Modeling  
GEOG282 Advanced Remote Sensing  
GEOG293 Digital Image Processing

## 5. A Research Applications Course

Each geography major is required to take at least one 200-level geography course within which he or she carries out an independent research project involving research design, data collection, analysis, and a reporting of results. Taken after GEOG141 Research Methods, this course can also satisfy other requirements for the major (normally the specialization requirement) and thus does not necessarily add to the total number of courses taken. The research applications course may be Directed Research (299), HERO (IDND299), or a research-oriented capstone course.

To fulfill the research applications requirement the student must present his or her research project at a poster session. Typically departmental poster sessions are organized by the School of Geography at the end of each semester, although poster presentations at other appropriate venues (Fall Fest, Academic Spree Day, professional meetings) also are encouraged.

### Research Applications Courses in Geography:

GEOG114 Intermediate Geomorphology  
GEOG224 Economy and Environment  
GEOG226 Social Theories of Environmental Risks and Hazards  
GEOG232 Landscape Ecology  
GEOG239 Country and Culture  
GEOG254 Urban Transportation: Problems and Prospects  
GEOG257 Internet Geography: Socio-Economic Impacts of Information Technologies  
GEOG275 Technology and Sustainability: Perspectives from the Global South  
GEOG280 Urban Ecology: Cities as Ecosystems  
GEOG289 Development Policy  
IDND299 HERO Seminar

## 6. A Capstone Course

Capstone courses provide an integrative perspective within an area of specialization. Each year a series of capstone courses is offered. The chosen capstone should have a close logical connection with the student's specialization courses and is subject to the approval of the student's faculty adviser. In special circumstances, a nondesignated course may be substituted as a capstone with approval by the undergraduate adviser or the director of the school.

### Capstone Courses in Geography:

GEOG226 Social Theories of Environmental Risks and Hazards  
GEOG232 Landscape Ecology  
GEOG239 Country and Culture  
GEOG254 Urban Transportation: Prospects and Problems  
GEOG257 Internet Geography: Socioeconomic Impacts of Information Technologies  
GEOG275 Technology and Sustainability: Perspectives from the Global South  
GEOG280 Urban Ecology: Cities as Ecosystems  
GEOG289 Development Policy  
GEOG397 Advanced Topics in GIS  
IDND299 HERO Seminar

## Requirements for the Dual Major in Geography

In accordance with University guidelines, the requirements for a dual major are identical to those of the individual major.

## Honors Program

The honors program in geography provides qualified students majoring in geography and global environmental studies an opportunity to conduct a major independent research project on a topic of interest.

### Program Requirements

Complete a two-semester independent honors project (thesis) or counterpart in accepted "selective" program, such as HERO, the final product of which is evaluated by a Honors Committee.

- Present a poster on the honors project at Academic Spree Day.
- Project supervised by a geography faculty member and one additional faculty member; the two members constitute the student's Honors Committee.

### Program Candidate Qualifications

- Open to juniors with a minimum GPA of 3.25 overall and 3.5 GPA in the geography major by the end of first semester of the junior year of study, and who demonstrate the appropriate research background to undertake independent geographic research.
- Usually honors participants have taken GEOG141 Research Methods, or its equivalent, before entering the program.

### Applying for Honors

- Notification of eligibility and information about the program is forwarded to all junior students before the fall semester of the junior year.
- Applications due to the undergraduate program assistant by November 1.
- Provisional honor program students are notified one week before spring registration and provisional acceptance becomes formal once the GPA standards (above) are verified.
- Honors students register for GEOG297 Directed Research (Honors), or HERO.

Details of the honors program in geography are available in the Undergraduate section of The School of Geography's Web page.

## Geography Minor

Students wishing to minor in Geography must complete the following components of the regular program of the major (for a total of seven courses):

**Two core courses:** Core courses emphasize core geographic concepts and ways of creating knowledge; courses in the core are designed to help build frameworks for understanding the world.

Each year, several 000- and 100-level courses are designated as core courses in each of these areas. In special cases, a 200-level course may be used to fulfill a core course requirement, subject to the approval of the student's adviser and either the undergraduate adviser or the director of the school.

Each of the core courses must be selected from one of the following broad disciplinary divisions:

### **Nature and Society**

Analyzes the ways that human societies have used, shaped and constructed nature; impacts of societies, economies and cultures on ecological systems.



### **Globalization, Cities and Development**

Examines the ways that space and location shape economic, sociopolitical, and cultural life; ways that economic, sociopolitical and cultural factors shape space and location; relationships between these processes and the dynamics of urban life.

### **Earth System Science**

Examines structure and function of the biosphere—the interactions between land, oceans, and atmosphere—that sustains life, focused on land change and landscapes.

### **Geographic Information Science**

Geographic Information Science is concerned with the acquisition, analysis and communication of geographic information; principles and techniques important in cartography, remote sensing, geographic information systems and spatial analysis.

**One skills course:** Each student undertaking the geography major is required to take at least one geography skills course appropriate to the student's area of specialization. This course must be approved by the student's adviser.

**Three specialization courses:** Two specialization courses must be at the 200 level and one may be at the 100 or 200 level. The faculty adviser must approve the specialization courses selected.

**One elective geography course:** The seventh course in the geography minor is an elective that can be taken at any level.

### **Accelerated Degree Program**

Geography offers an accelerated B.A./Master's degree program to eligible students. For more information, visit <http://www.clarku.edu/accelerate>.

### **Graduate Program**

The Graduate School of Geography has awarded more doctorate degrees than any other geography program in the United States. Students are not accepted for master's studies only, although many choose to earn that degree en route to the doctorate. The M.A. is also available to those who leave the program early. For information on the Master of Arts in Geographic Information Sciences for Development and Environment, please see the program's Web site at [www.clarku.edu/departments/idce/gis](http://www.clarku.edu/departments/idce/gis).

Applicants with or without prior training in geography are welcome. Depending on their concentrations, students may be required to improve their knowledge of geography, cartography, quantitative methods or research methods. Graduate Record Examination scores (verbal, quantitative and analytical) are required of all American and Canadian students, as well as international students who are in an academic program where English is the first language. TOEFL scores or results of another English proficiency test are required for students from countries in which English is not the first language. The deadline for graduate applications is January 15. All applicants receive careful consideration from a faculty-student admissions committee, which meets early in the spring semester to evaluate candidates. For further information and/or application materials (which may be downloaded), please view our Web site at [www.clarku.edu/departments/geography](http://www.clarku.edu/departments/geography) or contact the graduate admissions coordinator, Christine Silva, in writing or by telephone: (508) 793-7337 or 7336; fax: (508) 793-8881; or e-mail: [geography@clarku.edu](mailto:geography@clarku.edu).

### **Graduate Requirements**

Applicants should request a copy of current guidelines and degree requirements from the graduate admissions coordinator.

The graduate curriculum provides an opportunity for students to pursue studies across the full array of geography: human geography (space-society), human-environment geography (nature-society), biophysical geography, and the mapping sciences. Students are encouraged to explore faculty and research interests across these geographies in combination with work in complementary fields and disciplines within and outside of Clark.

Requirements include 16 course credits (eight for those entering with an M.A.); satisfactory completion of doctoral examinations; fulfillment of a skills requirement; and completion, acceptance and successful defense of a dissertation. Also required are three years of residence (or two and one-half for those entering with an M.A. in geography). The normal course load is three courses per semester. The usual sequence students follow is: course work, doctoral exam, research proposal, and dissertation research, write up and defense.

In the first year, students normally complete the two required courses, GEOG318 Explanation in Geography and GEOG368 The Development of Western Geographic Thought, and take additional courses to help refine their interests. All first-year students must register for GEOG315 Professional Training for Geographers, a full-year noncredit seminar that examines graduate studies and career needs including grant preparation, teaching skills, techniques, and job interviewing, as well as introducing the faculty to the student body. Students then meet with advisers for evaluation and planning.

In the second year, students are encouraged to fulfill the skills requirement, to prepare for doctoral exams and to begin dissertation proposal formulation. Course work normally includes seminars, directed readings and directed research. A review of the student's progress is held at the end of the year.

Students who have not already completed their doctoral exams and dissertation proposal are expected to do so in the third year of study.

Students must demonstrate, through course work or examination, proficiency in two of the following areas: multivariate statistics, research design/research methods, geographic information systems, foreign language, or other courses approved by the student's faculty adviser and the director of the Graduate School of Geography.

The doctoral exam assesses the competency of a graduate student in one major and two minor fields. Competency is defined as an understanding of the substantive content and range of theoretical approaches within each subfield. Students must be able to critique the alternative research traditions and defend the theoretical frameworks they adopt. They are expected to have in-depth knowledge of the major field, to master a survey of the first minor field, and to demonstrate detailed knowledge of a single subfield in the second minor.

The doctoral examination is conducted orally. The examination in the major field lasts approximately one-and-a-half hours, and each minor takes about 45 minutes. At the student's discretion, the major and/or first minor may have a written component, which is in addition to the oral examination.

A formal proposal for dissertation work must be completed and approved by a committee of at least four faculty, one of whom is from outside the school. The proposal is approved after a formal defense before the committee.



The process of conducting and writing up the dissertation research involves close interaction between student and committee members. After extensive criticism and rewriting, a draft thesis is defended at a working session of the committee. A final version incorporating changes suggested at the draft stage is submitted for approval by the dissertation committee. At the discretion of the committee, the director and the student, a public presentation and dissertation signing ceremony may be scheduled.

## Courses

### **EN261 DECISION METHODS FOR ENVIRONMENTAL MANAGEMENT AND POLICY/ LECTURE, DISCUSSION**

See Environmental Science and Policy 261.

### **GEOG010 ENVIRONMENT AND CULTURE/FIRST-YEAR SEMINAR**

Students are introduced to major works in the humanities and sciences, which have contributed to a current environment consciousness. The interrelation of nature and human culture within the last 200 years in North America is the primary focus of the course. Writers studied include Henry David Thoreau, Charles Darwin, Aldo Leopold, Rachel Carson, Henry Beston, Donald Worster and Annie Dillard. The seminar offers several field trips and opportunities to "read" landscapes. Fulfills the Historical perspective. First preference for enrollment in this seminar is given to students with a strong interest in Clark's global environmental studies or the environmental science and policy majors. Others are admitted on a space-available basis. Mr. Johnson/Offered every other year

### **GEOG011 THE WORLD ACCORDING TO GEOGRAPHY/LECTURE, DISCUSSION**

Introduces students to the breadth of the discipline of geography. The course explores the four themes of geography in theoretical terms: nature-society interactions; globalization, cities and development; earth system science; and geographic information sciences. The course explores several critical applied geographical research themes, including global warming, economic globalization, sustainable development and regional studies. Fulfills the Global Comparison perspective. Mr. Polsky/Offered every year

### **GEOG014 WEATHER, CLIMATE AND LANDFORMS/ LECTURE, LABORATORY**

A basic inquiry into principles and components of landforms, weather and climates. Provides the background for evaluating environmental problems, including the role of human activities. Fulfills the Science perspective. Mr. Lewis/Offered every year

### **GEOG016 INTRODUCTION TO ECONOMIC GEOGRAPHY/ LECTURE, DISCUSSION**

An introduction to the study of industrial geography and regional development. Uncovers the hidden spatial logic behind the emergence of manufacturing zones, shopping malls, financial centers and suburban residential zones. Explores how these locational patterns are being affected by globalization. Discussions will focus on the role of technological progress, industrial organization and government policy in shaping the locations of production and services, and how they affect regional growth and decline. Assignments include a report on a multinational corporation and its locational and strategic behavior. Fulfills the Global Comparison perspective. Ms. Aoyama/Offered every year

### **GEOG017 CULTURE, PLACE AND THE ENVIRONMENT/ LECTURE**

Ecological and historical approach to cultures and cultural change in a global and spatial context. Broad themes and problems of North America are emphasized: adaptation to "natural" environment; culture in prehistory; migration; creation of cultural areas; fire as a cultural

artifact; world views of primitive, traditional and industrial culture; cultural landscape; cultural geography of the United States. One weekly discussion section. Fulfills the Global Comparison perspective. Mr. Johnson/Offered every year

### **GEOG020 INTRODUCTION TO URBAN GEOGRAPHY/LECTURE, DISCUSSION**

This course examines the history and contemporary processes of urbanization, primarily in the North American context, with particular attention to the geography of these processes, which results in the differentiation of space and the creation of distinct places. The course covers a range of topics relevant to cities, including historical development, governance, social patterns, economics, planning, contemporary problems and the linkages among all of these. We examine the geography of urbanization at several scales, ranging from the development of the North American urban system to the experiences of neighborhoods within cities. A core course in Globalization, Cities and Development in the geography major. Ms. Martin/Offered every year

### **GEOG022 WHY GLOBAL WARMING MATTERS/FIRST-YEAR SEMINAR**

Climate change (global warming) is the single greatest problem facing the planet today. Or is it? In this seminar students will peel away the rhetoric surrounding global climate change, so that they may be able to understand why this issue matters not only to international policy makers but also to individuals and their daily lives. Topics for exploration will focus on the causes and consequences of climate change and justification (and options) for action. The breadth of areas the climate-change issue intersects - including but not limited to politics, economy, ecology, epistemology, ethics - suggests that global warming is a crucial integrating theme for the discipline of geography and, more importantly, the intellectual foundation of a well-rounded student. Fulfills the Values Perspective. First preference for enrollment will be given to students interested in the following Clark majors: geography, global environmental studies, and environmental science and policy. Others will be admitted on a space-available basis. Mr. Polsky/Offered every other year

### **GEOG050 AFRICA TODAY: CHALLENGES AND OPPORTUNITIES/FIRST-YEAR SEMINAR**

Africa is arguably one of the most poorly understood and misrepresented geographic regions of the world despite its growing significance in and influence on world politics and the global economy. This seminar will expose students to Africa's tremendous potential and enlighten them about some of the region's most significant challenges. Through case studies on key issues, we will explore the region's geography and critically examine the causes for and prospective solutions to challenges such as economic and urban development, public health, political conflict, environmental degradation, cultural survival, human rights, and gender equality. In doing so, the seminar will confront mainstream stereotypes about African peoples, societies and economies; will help students better understand the obstacles to and opportunities for development in economically poor countries; and will demonstrate how global economic and political transformations are leading to complex and diverse changes in African communities. Fulfills the Global Comparative Perspective. Mr. Murphy/Offered every other year

### **GEOG075 DEGRADATION AND SUSTAINABILITY/FIRST-YEAR SEMINAR**

Land degradation describes a decline in biological productivity that may or may not be irreversible. Land degradation is not a new phenomenon. For at least 10,000 years a principal activity of human culture has been to modify the landscape in order to provide food, shelter



and warmth. While degradation likely began with the human control of fire, advances in technology and the rapid increase in human population during the last century have magnified both the degree and the area of the Earth experiencing it. This seminar examines the history and current state of land degradation through an analysis of the linkages between the natural and human systems in a wide range of environmental, economic and historical settings. In the process, the concept of environmental sustainability will be investigated. This seminar is limited to 12 students. Mr. Lewis/Offered every third year

**GEOG087 INTRODUCTION TO ENVIRONMENTAL INFORMATION SYSTEMS/LECTURE, LABORATORY**

An introduction to fundamental concepts of environmental geographic information science, and a comprehensive survey of the technologies and institutions involved in producing and using geographic data. These include the global positioning system, aerial surveys and photogrammetry, topographic mapping, social surveys such as the U.S. Census, and satellite remote sensing. Overall, this class is a combined introductory class to Geographic Information Systems (GIS), cartography and remote sensing. Fulfills the Science Perspective. Mr. Rogan/Offered every year

**GEOG088 LIGHT MY FIRE: THE BURNING OF AMERICA/FIRST-YEAR SEMINAR**

Wildfire has always been, and will always be a "hot" topic. This course will be one of the first of its kind offered at a university. It will allow students to examine wildfire from a physical, biological and cultural perspective. Specifically, the following issues will be addressed: How have humans evolved with fire? How has fire helped shape human political and cultural development? What is combustion? Why do things burn? Why is Earth called "The Fire Planet"? What is pyromania? How does landscape influence wildfire burn patterns? How can geographic data be used to study wildfire? Why has U.S. government policy been so erratic with regard to wildfire? How do fires in America compare to fires in other areas? Fulfills the Scientific Perspective. Mr. Rogan/Offered every other year.

**GEOG090 NATIVE AMERICANS AND NATURAL RESOURCES**

In June of 1975, a gunfight between the F.B.I. and the American Indian Movement (A.I.M.) occurred in South Dakota. The shoot-out was due, in part, to the transfer of Indian land to the U.S. government for uranium and coal development. Some of the most extensive reserves of uranium, coal, oil and gas, gold, copper, timber, water, and other resources lie within reservation boundaries and their development has been fiercely contested by many Native Americans. This course deals principally with the efforts of Native Americans to manage resources, to resist land and resource seizures by corporations and federal and state governments, and to repair damage done to ecological systems. We will examine the history of resource development on Native American lands; natural resource development impacts; contested concepts of "development" and "progress," and new approaches to resource management including the salmon restoration, buffalo management, and wolf reintroduction. These cases will be complemented with others from around the world to gain an understanding of how indigenous peoples deal with mining and other resource development efforts on and near their lands. Periodically taught as a first-year seminar. Ms. Emel/Offered every other year

**GEOG101 INTRODUCTION TO ENVIRONMENTAL GEOLOGY/LECTURE, LABORATORY**

An introduction to the basic principles of physical, historical and environmental geology. Topics covered include the formation of earth and earth materials, plate tectonics, landform evolution, glaciology and the history of life. The relevance of geology for current issues such as geologic resources, water quality and global change is emphasized. Fulfills the Science Perspective. Staff/Offered every other year

**GEOG102 UNDERSTANDING THE WEATHER/LECTURE, LABORATORY**

Designed as an introduction to meteorology and the atmosphere focusing on atmospheric phenomena and processes and the physical laws and principles that govern them. The goal of the course is to understand the weather and the range of atmospheric phenomena that can be experienced or observed in the atmosphere on a daily basis. Staff/Offered every other year

**GEOG103 THE NATURAL ENVIRONMENT OF NEW ENGLAND/FIELD COURSE**

Principles of physical geography as observed in New England and Central Massachusetts. This systematic look at the physical and natural environment of the region will have as an integrating theme the way that interactions at a variety of spatial and temporal scales act to sculpt the landscape and affect local ecosystems. Topics will include: the tectonic processes that created the New England land mass hundreds of millions of years ago, rock types and bedrock geology, glaciation and its effects on landscapes and environments, soil types and water resources, forest and land-use history, biodiversity and the problem of alien species, weather and climate, and New England ecosystems in a global context. Staff/Offered every other year

**GEOG104 EARTH SYSTEM SCIENCE**

A lecture course that considers the basic principles of physical and historical geology. Topics covered include the formation of earth and earth materials, plate tectonics, volcanism, mountain building, landform evolution, stratigraphy, geochronology, radiometric dating, paleontology and the history of life. The processes that shape the surfaces of other planets in our solar system are also considered. Mr. Herwitz/Offered periodically

**GEOG105 KEEPING OF ANIMALS: PATTERNS OF USE AND ABUSE/LECTURE, DISCUSSION**

Animals play a prominent role in human life. They sustain us, entertain us and provide companionship and solace. Pests and predators compete with humans for food, while harmful diseases lurk unseen in animal reservoirs. Images of goodness and evil reflect the ambivalent attitudes and cultural prejudices that govern human responses to animals. This course explores the cultural, historical and ecological interactions between people and animals, and balances utilitarian and ethical perspectives on current patterns of animal use and abuse. Fulfills the Global Comparison Perspective. One weekly discussion section. Mr. Johnson/Offered every other year

**GEOG107 MIRACLES OF ASIA: ECONOMIC GROWTH IN GLOBAL CONTEXTS/LECTURE, DISCUSSION**

Explores the reasons behind the rapid rise of Asian economies and their sudden crises. Discussions include the impacts of rapid industrialization on the standard of living, housing, role of the state, multinational corporations, urban problems and ethnic relations in east, south-east and south Asian countries. Fulfills the Global Comparison Perspective. Ms. Aoyama/Offered every year



**GEOG110 INTRODUCTION TO QUANTITATIVE METHODS IN GEOGRAPHY/LECTURE, LABORATORY**

Introduces the role of the computer in geographic and statistical analysis, which is essential for serious research. Considers data sampling and descriptive and inferential statistical techniques for analyzing geographic data. Includes graphic techniques, tests of hypotheses and regression. Students use computer programs for statistical analysis. No prior exposure to statistics is assumed. The course is one for which graduate students may receive credit. A skills course for geography majors. Fulfills the Formal Analysis requirement. Mr. Pontius, Staff/ Offered every year

**GEOG114 INTERMEDIATE GEOMORPHOLOGY/LECTURE**

Examines the processes resulting in landform diversity. Emphasizes fluvial processes and climate/landform relations. Prerequisite: GEOG014 or a geology course, or permission of instructor. Fulfills the science perspective. Mr. Lewis/Offered every other year

**GEOG115 INTRODUCTION TO HYDROLOGY AND WATER RESOURCES: A GEOGRAPHICAL VIEW/LECTURE, DISCUSSION**

This course provides an overview of the hydrologic cycle and its major components including precipitation, evapotranspiration, soil moisture, surface water runoff and groundwater flow. Students learn about the varying uses to which humans put water, watershed and other water management concepts, systems of water law and conflict management, water economics and the global geography of water resources. Ms. Emel/Offered every other year

**GEOG118 ENVIRONMENT AND DISASTERS/LECTURE**

Examines basic concepts and processes within the earth sciences relative to the evaluation of risks and decisions on future policies of land-use and resource utilization. Emphasizes aspects of the environment of interest to geographers, geologists and planners. Some phenomena examined are earthquakes, tsunamis, hurricanes and floods. Some background in environment or earth science recommended. Mr. Lewis/Offered every third year

**GEOG125 VIEWING EARTH FROM ABOVE**

A lecture/discussion course that first reviews the history of aviation leading to the recent emergence of UAVs (Unmanned Aerial Vehicles) as platforms for airborne remote sensing. The course then explores the integration of sensor payloads on UAVs and the acquisition of remotely sensed data. Scientific, civil and commercial applications will be discussed in relation to the wide range of UAVs (e.g., Global Hawk to ScanEagle) that are currently operational. Attention also will be directed to the management of UAV missions in the National Airspace System, and the associated risks and benefits. Mr. Herwitz/Offered periodically

**GEOG126 LIVING IN THE MATERIAL WORLD: THE POLITICAL GEOGRAPHY OF RESOURCE DEVELOPMENT/LECTURE, DISCUSSION**

Focuses on institutions that govern the development, allocation and use of natural resources like water, minerals, trees and animals. Emphasizes approaches used by geographers to study natural resources. Case studies provide an opportunity to examine differences between societies (or economies) and between specific resource issues. Water in the western United States, Israel or India; gold in Ghana, the United States and South Africa; and animal use in India, Great Britain and China are some examples of typical cases. Fulfills the Global Comparison Perspective. Ms. Emel/Offered every other year

**GEOG127 POLITICAL ECONOMY OF DEVELOPMENT/LECTURE**

Why do some people die from over-consumption and others from poverty and starvation? Development theories try to answer this fundamental question. This course critically examines such theories, including classical, neoclassical and Keynesian economies; modernization theory; Marxist and neo-Marxist theories; postdevelopmentalism; feminism and feminist critiques of development. Fulfills the Global Comparison perspective. Mr. Peet/Offered every year

**GEOG132 BEFORE AND AFTER COLUMBUS: ANCIENT MIDDLE AMERICA AND THE IMPACT OF THE CONQUEST/LECTURE**

What were the human-environment conditions and dynamics in Middle America (Caribbean, Central America, Mexico) previous and subsequent to 1492? What were some of the global consequences of the European encounter with Middle America? This course approaches these questions from archaeology, history and environmental studies, placing them within cultural ecology perspectives. Mr. Turner/Offered periodically

**GEOG136 GENDER AND ENVIRONMENT/LECTURE, DISCUSSION**

Explores how gender is reflected in the landscape, in our settlement and land-use patterns, in environmental history, and in our present ecological science and practice from the global to the local level. Combines lectures, readings, discussions, films and local field trips. Reviews feminist and other alternative explanations of the gendered nature of knowledge, access, use and control of space and resources in environments - past, present and possible. Regional focus on New England. Ms. Rocheleau/Offered every year

**GEOG141 RESEARCH METHODS IN GEOGRAPHY/LECTURE, DISCUSSION**

Focuses on ways empirical social-science research is conducted. Students study problems, methodological strategies and analytical techniques characteristic of current social and geographical research. Includes defining a research problem, measurement, sampling, research design, analysis and writing the report. Fulfills the Formal Analysis requirement. A required skills course in the geography major. Ms. Hanson, Ms. Martin/Offered every year

**GEOG152 GEOGRAPHY OF GLOBALIZATION/FIRST-YEAR SEMINAR**

An introduction to the study of globalization and geographical variations in its impacts. Examines the issues of development, income disparity across regions and nations, the emergence of multinational corporations, the impacts of government policy and the role of information technologies in globalization. Fulfills the Global Comparison Perspective. Ms. Aoyama/Offered every other year

**GEOG179 GLOBALIZATION, ENVIRONMENT AND JUSTICE/LECTURE, DISCUSSION, FIRST-YEAR SEMINAR (IN ALTERNATE YEARS)**

Integrates ecology and political economy from local to global scale through case studies. Starts from a view of people in environmental "hot spots," following links to world economy and planetary ecosystems. Explores connections of international environmental and economic policy with everyday realities and possible ecological futures of people from the Amazon rain forest to the streets of Worcester. Offered as a first-year seminar (fulfills the Verbal Expression requirement) and as a lecture course alternate years. Ms. Rocheleau/Offered every other year

**GEOG180 THE EARTH TRANSFORMED BY HUMAN ACTION/LECTURE, DISCUSSION**

Traces the course of human modification and transformation of the earth since antiquity, but with particular emphasis on the last 300 years. The major causes and consequences of these changes are



explored from global climate change to the sustainability of life. Verbal expression and nonverbal expression sections. Mr. Turner/Offered every year

**GEOG184 LANDSCAPES OF THE MIDDLE EAST/LECTURE, SEMINAR**

An array of landscapes, economies and cultures comprise the Middle Eastern culture realm. Studies modernization and transformation of traditional Islamic and non-Islamic life and livelihood in the Middle Eastern cultural mosaic. Literature and ethnographic studies supplement geographic analysis. Mr. Johnson/Offered every other year

**GEOG190 INTRODUCTION TO GIS/LECTURE, LABORATORY**

Introduces GIS as a data management, analysis and mapping tool. Stresses fundamental logic and scope of problem solving using raster and vector systems. Although the course is computer oriented, no programming is involved. Graduate students may receive credit for this course. A formal-analysis course. Counts as skills course or core course in mapping sciences/spatial analysis in geography major. Mr. Eastman, Mr. Marcano/Offered every semester

**GEOG200 LAND DEGRADATION/SEMINAR**

Resource use often results in degradation of aquatic and terrestrial productivity. Roles of agriculture, deforestation, urbanization and industrialization on land degradation problems are examined in a contemporary and a historical framework. Mr. Lewis, Mr. Johnson/Offered every other year

**GEOG206 GIS AND LOCAL PLANNING/SEMINAR, PROJECT**

Provides field training with Global Positioning System (GPS) receivers, and explores issues and procedures involved in the application of GIS to local government and land-use planning. Develops hands-on familiarity with Arc/Info vector-based system and its application in database development (data conversion), routine data management and planning. Prerequisites: ID190 or permission. Mr. Marcano/Offered every semester

**GEOG211 AFRICAN ENVIRONMENTS AND GEOGRAPHICAL IMPLICATIONS/LECTURE, DISCUSSION**

Through an examination of the five major environmental conditions found on the continent, a series of topics will be examined. In particular, relationships of the environment to the patterns of political change from precolonial to the present, land degradation and urbanization will be explored. Mr. Lewis/Offered periodically

**GEOG218 SEMINAR IN PHYSICAL ENVIRONMENT AND DEVELOPMENT/SEMINAR**

The world today is changing more rapidly than at any time in history. This course reviews the patterns of change in the Third World, examines the role of environment and resource management in development and allows students to develop their own in-depth case studies. Permission of instructor required. Mr. Lewis/Offered every other year

**GEOG222 WHY GLOBAL WARMING MATTERS/SEMINAR**

Offers students the chance to examine the causes, consequences, responses and political debates associated with anthropogenic climate change (global warming). Mr. Polsky/Offered every other year

**GEOG224 ECONOMY AND ENVIRONMENT/LECTURE, DISCUSSION**

Environmental problems are largely the result of economic developments and human settlement patterns. This course involves the examination of different types of economies, various institutional forms and constraints, and cultural features that have environmental implications. Of particular importance are the types of futures that people envision, and the sorts of economic features that must be developed to

achieve desirable (or sustainable) futures. Ecological modernization, political and social ecologies, voluntary simplicity, industrial ecology, small entrepreneurial economies, and other discourses/practices will be examined for their economic and environmental implications. Ms. Emel/Offered every other year

**GEOG226 SOCIAL THEORIES OF ENVIRONMENTAL RISKS AND HAZARDS/SEMINAR, LECTURE, DISCUSSION**

Introduces advanced undergraduate students and graduate students to the social study of environmental risks and hazards, environmental management and policy, and social impact analysis. Students will explore traditional theories and models underlying risk/hazard analysis, the current debates and research frontiers in the field, and some applied risk/hazard issues of societal concern. Course activities will help students develop the knowledge and writing, presenting and critical-reasoning skills necessary for evaluating environmental risks and hazards. Mr. Polsky/Offered every year

**GEOG228 MANAGEMENT OF ARID LANDS/LECTURE, SEMINAR**

The world's drylands present special development problems. Prone to degradation, they face the difficult task of providing support to a rapidly growing population. The history, demography, behavioral characteristics, social and livelihood systems, and physical constraints of dryland ecosystems are analyzed. Evaluates management strategies, identifying the obstacles constraining their growth, and assesses the future development potential of drylands. Mr. Johnson/Offered every other year

**GEOG232 LANDSCAPE ECOLOGY/LECTURE, DISCUSSION**

Considers the relationships between spatial patterns in landscape structure (physical, biological and cultural) and ecological processes. Role of ecosystem pattern in mass and energy transfers, disturbance regimes, species' persistence, applications of remote sensing and GIS for landscape characterization and modeling are examined. Mr. Rogan/Offered every year

**GEOG234 THE GEOGRAPHY OF FIRE/LECTURE, DISCUSSION**

Fire has always been, and will always be a "hot" topic. This course will be one of the first of its kind offered at a university to both undergraduate and graduate students. It examines relationships between wildfire from a physical, biological and cultural perspective. Topics include: the chemistry and physics of fire, fire behavior (including the influences of fuel and weather), the ecological effects of fire, the cultural and institutional framework of fire management, and the cultural nature of wildfire in society. Mr. Rogan/Offered every year

**GEOG237 FEMINISM, NATURE AND CULTURE/SEMINAR**

Studies feminist theories of science, rationality and morality, particularly as they apply to nature-society relations. Examines cultural politics of nature across time and space. Film, literature, government reports and academic writing show how images and "truths" about nature and society are constructed. Ms. Emel/Offered every other year

**GEOG239 COUNTRY AND CULTURE/LECTURE, DISCUSSION**

The landscape can be read. Be it a vast tropical rain forest with an occasional clearing or an intensively cultivated river valley in New England, the rural landscape is the product of an interaction between people (culture) and place (environment). The course traces the evolution of rural landscapes through time and space from early hunter-gatherers to modern suburban encroachment on rural areas. Emphasis is placed on ecological and cultural principles that help to explain the technocultural modification of rural places. Mr. Johnson/Offered every other year



**GEOG244 GENDER, WORK AND SPACE/SEMINAR**

Explores how a geographic understanding of gender, class and ethnicity can help explain the current restructuring of the global economy. Examines how gender, race, class and ethnicity divide the work force and how location and space shape and sustain such divisions from local to global scales. Evaluates competing explanations for why women and minorities hold jobs that differ distinctly from jobs held by other workers. Ms. Hanson/Offered every other year

**GEOG247 INTERMEDIATE QUANTITATIVE METHODS IN GEOGRAPHY/LECTURE, LABORATORY**

Continues development begun in GEOG110 of computer-based methods in geographical analysis. Focuses on bivariate and multivariate regression, discriminant analysis, factor analysis, log-linear models and analysis of spatial and temporal data. Includes lab work with PCs, spreadsheets and SPSS-X statistical software package. Prerequisite: GEOG110. Meets skill requirement for geography majors and graduate students. Mr. Ratick/Offered every year

**GEOG250 TECHNOLOGY AND ENVIRONMENTAL ASSESSMENT/SEMINAR**

A survey of analytic techniques used in evaluating environmental conditions and the impacts of technology. These techniques consist of formal methods such as cost-benefit, risk-benefit, cost effectiveness and decision analysis. They also include methods used to elicit human judgement and behavioral responses in evaluating complex environmental and technical systems. Draws on case studies and teaches students to make both quantitative and qualitative assessments. Mr. Ratick/Offered periodically

**GEOG254 URBAN TRANSPORTATION: PROBLEMS AND PROSPECTS/LECTURE, DISCUSSION**

Without mobility both people and cities would die. How and why have we created cities in which mobility is so difficult? This course examines urban transportation planning and evaluates proposals for solving transportation problems. Includes transportation and land use; energy, equity and environmental issues; managing the automobile; and the politics of urban transportation. Ms. Hanson/Offered every other year

**GEOG255 QUALITATIVE RESEARCH METHODS, SKILLS AND APPLICATIONS/LECTURE, DISCUSSION**

We cover the purpose, scope and procedures of qualitative research, especially as applied to human geography. Readings will draw on a variety of work in the social sciences, especially anthropology, geography, sociology and women's studies. We examine a range of qualitative methods, including interviews, participant and nonparticipant observation, ethnography, action research and discourse analysis. Through case-study readings, we examine how scholars employ these methods in different research contexts, with particular attention to the ethical and practical considerations of doing so. The course will engage theoretical debates relevant to qualitative research by addressing questions such as: How does qualitative research challenge the practice of social "science" and the search for "universal truths"? How do we represent the world or multiple understandings and perspectives of it? What are the implications of using qualitative data for the researcher, the research product and the "researched"? How do we interpret qualitative data and present it to scholarly audiences? Ms. Rocheleau, Ms. Martin/Offered every year

**GEOG256 GLOBAL ECONOMIC GEOGRAPHIES/SEMINAR**

Explores dynamics of economic interdependence across regions and nations through analyzing the process of globalization. Focuses on the geographic characteristics of global production (multinational corporations, outsourcing), international trade (logistics, retail), financial flows (global cities) and technological innovation (the Internet). Ms. Aoyama/Offered every other year

**GEOG257 INTERNET GEOGRAPHY: SOCIOECONOMIC IMPACTS OF INFORMATION TECHNOLOGIES/LECTURE, DISCUSSION**

Examines the role and impact of the Internet on the geography of production and consumption in the contemporary period. Has the Internet Revolution put an end to geography? Has it exacerbated social polarization? How has it helped those in the developing world? How have new technologies changed our industries, daily lives and social relationships? Designed to generate discussions on some of the most contested aspects of new technologies. Readings and discussions will include the development of internet infrastructure, electronic commerce, video games, mobile computing, social movements, accessibility and the digital divide. Ms. Aoyama/Offered every other year

**GEOG258 UTOPIAN VISIONS, URBAN REALITIES: PLANNING CITIES FOR THE 21ST CENTURY/ LECTURE, DISCUSSION**

Although utopia literally means "no place," utopian thinking has always involved certain material expressions of daily living. The legacy of early urban utopian thinkers is evident in contemporary approaches to urban policy, including urban form and design, redevelopment, urban politics and planning. In this course, students will grapple with the ideals of urban planning in the context of the complexities of contemporary cities. Ms. Martin/Offered every other year

**GEOG260 QUANTITATIVE MODELING**

Investigates the quantitative and qualitative potential of using mathematical computer models to guide policy in human/environment systems. Students learn to think with a systems perspective while translating their own conceptual models to mathematical models to computer models. Includes lab sessions in the computer room and lectures/discussion in the classroom. Culminates in written and verbal presentations of student projects. Students gain technical proficiency in Excel and other software designed for sustainability analysis. Students can apply what they have learned in calculus and statistics. Prerequisites are MATH121 or MATH125 or graduate standing or permission. Mr. Pontius/Offered every year

**GEOG262 URBAN ECONOMIC GEOGRAPHY/SEMINAR**

The past two decades have been a period of particular vitality in development of theory, new perspectives, and alternative discourse about the city and the contemporary urban experience. This course examines recent developments in urban geography and details a political economy of urbanization in advanced capitalist societies. Staff/Offered every other year

**GEOG263 THE CLIMATE SYSTEM AND GLOBAL ENVIRONMENTAL CHANGE/LECTURE, DISCUSSION**

An in-depth look at the global ecosystem and the science of global environmental change. We will deal with the lithosphere, atmosphere, hydrosphere and ecosphere; the linkages between these elements of the earth system; biogeochemical cycling and human perturbation of these cycles; human-induced changes in atmospheric chemistry and surface processes; climate variability over geologic time; and projections of future change. The goal of the course is to provide the scientific background that is necessary for understanding problems of global



change and addressing issues of impacts and the many related social and policy questions. Staff/Offered every year

**GEOG271 GROUNDWATER HYDROLOGY AND MANAGEMENT/LECTURE, DISCUSSION**

Introduces geological and hydrological factors controlling the occurrence and development of groundwater, and the methods and impacts of groundwater management. Ms. Emel/Offered periodically

**GEOG275 TECHNOLOGY AND SUSTAINABILITY: PERSPECTIVES FROM THE GLOBAL SOUTH/LECTURE, DISCUSSION**

Examines the relationships between technology and sustainable development and the factors enabling or limiting innovation and technology diffusion in the developing world. The course explores several broad questions including: What makes a technology or innovation appropriate for people, communities, and firms in developing countries? How might technologies be more effectively and efficiently diffused into such contexts? How can technology development be better facilitated or fostered within developing countries? Is it possible for the developing world to technologically catch-up to industrialized economies? Readings and discussions will explore and critique theories on the role of technology in sustainable development, analyze diverse case studies of technologies, and evaluate the long-run prospects for technology diffusion and development in the Global South. Mr. Murphy/Offered every other year

**GEOG277 GENDER, ENVIRONMENT AND DEVELOPMENT/SEMINAR**

Considers gendered identities, affinities, control, responsibility, knowledge, labor and benefits in the definition, use, management and protection of environments. Readings, lectures and discussion focus on the distinct perspectives and concerns of women and men as actors in natural resource use and management, and in local, regional and global ecological transformations linked to economic restructuring. Ms. Rocheleau/Offered every year

**GEOG280 URBAN ECOLOGY: CITIES AS ECOSYSTEMS/LECTURE, DISCUSSION**

Explores ecology and the social and physical geography of cities as systems built, inhabited and managed by people. This class of ecosystem is often neglected except in studies of pollution, yet it is home to many of the world's people and to a surprising number of plant and animal species as well. Readings, lectures, discussion and written work combine landscape and systems ecology with physical and urban geography and environmental justice to broaden our understanding of city environments, both present and possible. Ms. Rocheleau/Offered every year

**GEOG281 TROPICAL ECOLOGY/LECTURE, DISCUSSION**

Examines structure and function of several major tropical ecosystems (rain forests, savannas, wetlands, coastal zones, deserts) from the perspective of systems ecology and resilience, then applies these concepts to analysis of problems in land use. Readings, lectures and discussions focus on energy flows, material cycles, and species diversity and distribution. Explores pattern and process in tropical ecosystems (especially forests and savannas) under conditions of widespread change in species composition, landscape and livelihoods in tropical and subtropical terrestrial environments. Ms. Rocheleau/Offered every other year

**GEOG282 ADVANCED REMOTE SENSING/LECTURE, LABORATORY**

Application of remote sensor systems in earth science and other disciplines; interpretation of multispectral scanner, RADAR and thermal imagery, classification, postclassification analysis, special transformations, multitemporal data analysis for change detection, the study of spectral characteristics of vegetation, soils, water, minerals and other

materials. The specific objectives of the course are to acquaint the student with the physical principles underlying remote sensing systems and the primary remote-sensing data-collection systems; introduce the student to methods of interpreting and analyzing remotely sensed data; provide some insight concerning the applications of remote sensing in various discipline areas; and provide hands-on experience in digital image processing using software packages available in the computer lab. Mr. Rogan/Offered every year

**GEOG284 ENVIRONMENT AND DEVELOPMENT IN THE MIDDLE EAST AND NORTH AFRICA/LECTURE, DISCUSSION**

From Afghanistan to Morocco, farmers, herders and city dwellers have modified their environment in an effort to develop the region's resources. While many of these changes have been destructive, others have produced sustainable agricultural systems. Today population growth, infrequent zones of high agricultural potential, the constraints imposed by aridity and limited mineral resources (except for oil) restrict development opportunities. The successes and failures that have followed from the efforts of Middle Eastern governments and societies to cope with these limitations and to control desertification, overgrazing, salinization, deforestation and urban blight constitute the focus of this course. Prerequisite: any geography nature-society core course (e.g., GEOG105, GEOG184) or a course in international development, or by permission of instructor. Mr. Johnson/Offered every other year

**GEOG285 SPACIAL DATABASE DEVELOPMENT**

Examines the procedures and technologies used for spatial database development in support of Geographic Information Systems (GIS). Topics covered include geodesy and spatial georeferencing, the Global Positioning System (GPS), control and detail surveys, plane surveying, photogrammetry and topological digitizing. Mr. Marciano, Mr. Eastman/Offered every year

**GEOG289 DEVELOPMENT POLICY/SEMINAR**

A research seminar for students with some background in development studies. After an introduction on policy and policy-making institutions, the seminar critically examines recent tendencies in development policy, particularly by global governance institutions. Mr. Peet/Offered every year

**GEOG290 DIRECTED RESEARCH: NASA UAV PROJECT**

Students will actively participate in actual missions involving Unmanned Aerial Vehicles functioning as suborbital imaging platforms. The focus of the course will be image analysis for precision agricultural applications and/or forest-fire management. Long-distance learning with research scientists based at the NASA Ames Research Center in California is part of the course curriculum. Students also will have an opportunity to be based at the UAV Applications Center in the NASA Research Park in California for a one-week period during spring break. GEOG293 Digital Image Processing is a prerequisite. Mr. Herwitz/Offered every other year

**GEOG293 DIGITAL IMAGE PROCESSING/LECTURE, LABORATORY**

Examines the range of digital procedures used for the restoration, enhancement and classification of remotely sensed imagery. A strong emphasis is placed on the acquisition of skills that can be applied in the development of data layers for GIS. Prerequisite: GEOG190/GEOG390/ID190/IDCE310 Introduction to GIS. Mr. Eastman/Offered every year



**GEOG300 ADVANCED TOPICS IN PHYSICAL GEOGRAPHY/SEMINAR**

Graduate-level examination of theories and concepts of physical geography. Focuses on research interests of the faculty and students taking the course. Prerequisite: permission of instructor. Mr. Lewis/Offered periodically

**GEOG306 GIS AND LOCAL PLANNING/SEMINAR, PROJECT**

Provides field training with Global Positioning System (GPS) receivers, and explores issues and procedures involved in the application of GIS to local government and land-use planning. Develops hands-on familiarity with Arc/Info vector-based system and its application in database development (data conversion), routine data management and planning. Prerequisites: ID190 or permission. Mr. Marcano/Offered every semester

**GEOG314 RESEARCH DESIGN AND METHODS/GRADUATE SEMINAR**

Covers major topics in empirical social research design and methodology, including problem definition, research strategies, measurement, sampling, data-collection techniques and procedures and proposal writing. Mr. Polsky/Offered every year

**GEOG318 EXPLANATION IN GEOGRAPHY/SEMINAR**

This seminar explores the main types of explanation in geography and other social sciences, including positivist, existentialist, realist, Marxist, feminist and postmodernist approaches. The seminar focuses on tensions between structural and nonstructural explanation and the integration of theory with empirical facts. Meets first-year core course requirement for geography graduate students. Mr. Peet/Offered every year

**GEOG330 HUMAN-ENVIRONMENT/NATURE-SOCIETY SCIENCE AND STUDY/SEMINAR**

Examines human-environment science through the subfields of cultural and political ecology, land-change science, and sustainability science. Course varies by interests of participants. Mr. Turner/Offered periodically

**GEOG335 FEMINIST GEOGRAPHY/SEMINAR**

Explores the intersection of feminism and geography. Topics include feminist theory; epistemological questions in feminist geography; space, place, and gender; and politics. Ms. Hanson/Offered every other year

**GEOG343 SEMINAR IN HUMAN DIMENSIONS OF GLOBAL CHANGE: IMPACTS AND SOCIETAL RESPONSES/GRADUATE SEMINAR**

Explores societal responses to global environmental change. Addresses impact analysis, adaptation vs. adjustment, surprise, vulnerability analysis, policy analysis, social learning, precautionary strategies and international institutions and regimes. Mr. Polsky/Offered periodically

**GEOG344 SPECIAL TOPICS IN ENVIRONMENT AND DEVELOPMENT/SEMINAR**

Addresses specific topics relevant to critical and practical studies of environment and development. The course will operate on a seminar format with scope to accommodate reading groups on specific themes within the class. The topics will include, but will not be limited to the following: complexity theory, network theory and models; women's movements and environment and women in environmental movements; environmental dimensions of the World Social Forum and related movements; the commons and common property in local and global forestry; indigenous knowledge, environment and local/global science; international case studies of sustainable development alternatives; regionally focused studies of environment and development in

selected regions within Africa, Caribbean, Central and South America. Ms. Rocheleau/Offered every year

**GEOG345 QUANTITATIVE REVOLUTION: EXAMINATION OF BENEFITS AND LIMITATIONS OF STATISTICAL ANALYSIS FOR HUMAN GEOGRAPHY RESEARCH/GRADUATE SEMINAR**

Students will investigate the consequences of specifying regression models that violate assumptions, and the range of alternative specifications that permit insight into the ways in which both large- and small-scale factors influence and are influenced by social and natural processes. Mr. Polsky/Offered periodically

**GEOG349 ADVANCED TOPICS IN SPATIAL ANALYSIS**

Explores spatial statistics and spatial decision models. The spatial statistics part of the course focuses on point, block and global estimation, fitting variogram models, kriging and spatial simulation. The prescriptive modeling part will focus on location/allocation-based decisions models including private- and public-sector facility location problems and land-allocation models. The topics covered are closely linked to the underlying spatial analytic methodologies used in, and often illuminated by examples developed with, Geographic Information Systems (GIS). The spatial statistics module in the IDRISI GIS will be used. The class is run on the "Socratic" method with some high-tech twists. Students are assigned one topic per week to prepare material and lead discussion. Pass/fail. Grading is based on class participation. Mr. Ratick/Offered every year

**GEOG351 SEMINAR IN RESOURCE GEOGRAPHY: THEORY AND METHOD/SEMINAR**

Examines theories and methods of resource estimation, allocation and management, providing coverage of the scholarly literature of the field. Ms. Emel/Offered every other year

**GEOG353 INTERNATIONAL POLITICAL ECOLOGY/LECTURE, DISCUSSION**

Integrates theory and practice from cultural ecology, political economy and ecological science, from local to global scale, based on readings and papers in social theory (feminist, structuralist, poststructuralist), policy, social/environmental movements, ecological paradigms, environmental management, sustainable development and conservation. Reading, writing and discussion combines theory and case studies ranging from rural, agrarian cases to urban, industrial contexts. Prerequisite: GEOG388 Development Policy, IDCE354, IDCE 360, or permission of the instructor. Ms. Rocheleau/Offered every other year

**GEOG355 SOCIAL FORESTRY, AGROECOLOGY AND DEVELOPMENT/SEMINAR**

Considers importance of trees and forests, as well as sustainable farming practice, to social and ecological well-being of people, emphasizing interests of rural people in Africa, Asia and Latin America. Examines forest and agricultural resources as a growing focus of political and economic action at local, national and international levels. Concentrates on case-study examples of technical and policy innovations in social forestry and agroforestry. Ms. Rocheleau/Offered periodically

**GEOG362 SEMINAR ON GLOBALIZATION**

Examines contemporary literature on global economic change. Both theoretical and empirical literature on governance, interdependence, labor and networks will be analyzed. Discussions intended to generate geographic paradigms to better understand the relationship between the global and the local. Ms. Aoyama/Offered every other year

**GEOG365 GRADUATE SEMINAR IN ECONOMIC GEOGRAPHY/SEMINAR**

Reviews historical and contemporary debates in economic geography. Emphasis is placed on understanding conceptual frameworks and main assumptions of a variety of pertinent theories, including that of indus-



trial location, regional development, industrial organization, technological innovation, cultural economies and globalization. Ms. Aoyama/Offered every year

**GEOG368 THE DEVELOPMENT OF WESTERN GEOGRAPHIC THOUGHT/SEMINAR, DISCUSSION**

Examines principal orientations, themes and debates within emergent professional geography communities in the 19th and 20th centuries and the professional structure of the field in research, educational and applied contexts. Primarily for graduate students entering geography. Mr. Turner/Offered every year

**GEOG370 ANIMAL AGRICULTURE/LECTURE, DISCUSSION**

Animals and humans have a long history of close association, and humans rely on animals for food, fiber, labor and companionship. Animals play an important role in efforts to increase food production and to improve diet quality in support of a growing human population. Examines terrestrial and aquatic animal systems, and the theory and practice of their intensified exploitation. Mr. Johnson/Offered every other year

**GEOG373 SEMINAR IN URBAN GEOGRAPHY**

In this seminar we will consider fundamental geographical aspects of urban theory. We will survey major theoretical perspectives ranging from neoclassical economics to political economy to postmodern and poststructural perspectives. The course goal is to understand the ways that scholars have approached the study of cities, and to compare and contrast the epistemological assumptions underlying different approaches to "the urban." We will critically evaluate major theoretical perspectives in light of their contribution to contemporary research: ecological theories, neoclassical theories, institutional theories, political economy approaches, and cultural studies/identity approaches. Ms Martin/Offered every other year

**GEOG390 INTRODUCTION TO GIS/LECTURE, LABORATORY**

Introduces GIS as a data management, analysis and mapping tool. Stresses fundamental logic and scope of problem solving using raster and vector systems. Although the course is computer oriented, no programming is involved. Graduate students may receive credit for this course. A formal-analysis course. Counts as skills course or core course in mapping sciences/spatial analysis in geography major. Mr. Eastman, Mr. Marcano/Offered every semester

**GEOG397 ADVANCED TOPICS GIS/LECTURE, LABORATORY**

Covers major research and application issues in GIS. Topics include geodesy, projections, change and time-series analysis, error sources, assessment and propagation, analysis under conditions of uncertainty, and multicriteria and objective decision making. Prerequisite: GEOG390/IDCE310 Introduction to GIS or permission of instructor. Mr. Eastman/Offered every year

**ID190 INTRODUCTION TO GIS/LECTURE, LABORATORY**

See International Development and Social Change 190.

**ID296 GIS AND LOCAL PLANNING/SEMINAR, PROJECT**

See International Development and Social Change 296.

**IDCE310 INTRODUCTION TO GIS/LECTURE, LABORATORY**

See International Development and Social Change 190.

**IDCE363 DECISION METHODS FOR ENVIRONMENTAL MANAGEMENT AND POLICY/ LECTURE, DISCUSSION**

See Environmental Science and Policy 261.

**IDCE388 GIS AND LOCAL PLANNING/SEMINAR, PROJECT**

See International Development and Social Change 296.

## GLOBAL ENVIRONMENTAL STUDIES

### Program Faculty

David Angel, Ph.D.

Yuko Aoyama, Ph.D.

J. Ronald Eastman, Ph.D.

Jody Emel, Ph.D.

Susan Hanson, Ph.D.

James T. Murphy, Ph.D.

Richard Peet, Ph.D.

Colin Polsky, Ph.D.

R. Gil Pontius, Ph.D.

Samuel Ratick, Ph.D.

Dianne Rocheleau, Ph.D.

John Rogan, Ph.D.

B. L. Turner, Ph.D.

### Adjunct Faculty

Kiran Asher, Ph.D.

David Bell, Ed.D.

Halina Brown, Ph.D.

Brian Cook, Ph.D.

Patrick Derr, Ph.D.

Timothy Downs, D.Env.

William Fisher, Ph.D.

Jacqueline Geoghegan, Ph.D.

Todd Livdahl, Ph.D.

Eugenio Marciano, Ph.D.

Deborah Martin, Ph.D.

Paul W. Posner, Ph.D.

Robert Ross, Ph.D.

### Affiliate Faculty

Robert Kates, Ph.D.

Emeriti Faculty

Robert Mitchell, Ph.D.

### Program Overview

Citizens of the world in the 21st century must deal with notoriously difficult environmental questions. How can we stop the planet from heating up and reduce our dependency upon fossil fuels? How can we reverse biodiversity decline? Is biotechnology safe for humans and other species? How can we achieve more economic justice and protect the environment at the same time? Will international institutions and social movements lead the way?

Through an interdisciplinary approach the global environmental studies major provides students with the knowledge and tools to understand the economic, political and cultural causes of environmental transformation, degradation and exploitation. More importantly, the major affords students opportunities, through research, internships and field work, to consider and develop solutions to environmental problems. Students will look at global and local environment issues through the eyes of people whose lives, livelihoods and ways of living are at stake in the process of economic, ecological, cultural and political change. Students will contend with the economic practices, laws and policies, cultural values and social norms that guide use of the environment in multiple locations with different climates, histories, economies and governing regimes. Students will learn the histories, geographies and strategies of major social movements which have



fought for environmental protection, cultural survival, biodiversity, food security, common property and equitable distribution of resources.

The international community needs professionals with a breadth of understanding of today's complex reality. Students with an understanding of international political economy, global environmental change, environmental information systems, environmental law and policy, geographic information systems, gender and environment, and social theory will be able to go into media, finance, law, advocacy, government, civil-society organizations or corporations with the knowledge and skills necessary for shaping sustainable livelihoods.

For details regarding the major or minor students should consult the Guide to the Major/Minor, which is available on our Web site at [www.clarku.edu/departments/ges](http://www.clarku.edu/departments/ges).

## Major Requirements

The Global Environmental Studies major begins by providing a general introduction into the interdisciplinary field, and offers the opportunity to study a particular dimension in-depth. In addition, there is a skills requirement and a capstone seminar requirement. The total number of requirements is 12 courses – five breadth, four depth, two skills and a capstone.

### Breadth Requirement

(Total of five courses) Environmental problems and solutions result from economic systems, governments, international institutions, cultural systems, social movements and ecological systems. Students will thus choose courses from each of these dimensions to build a breadth of knowledge in the field. There is one course required within state-of-the-Earth category and one course required in the natural-science category. Then the student can choose three from the remaining four categories.

### Depth Requirement

(Students must take a total of four courses in a substantive area, two of which must be at the 200 level.) The field of global environmental studies is large, and students should develop expertise in a more narrowly defined substantive area. Examples include “culture and political ecology,” “urban-industrial ecology and urban-environmental problems,” “environmental risk and hazards,” “resource management,” “land-change and land-degradation science,” and “sustainability science.” Students are encouraged to define their areas of substantive expertise through conversations with their advisers and as part of the formal learning plan.

### Skills Requirement

(Total of two courses) Skills are particularly important to promoting excellent analysis of environmental problems and their solutions. They are of critical importance in gaining employment after graduation and should be carefully chosen.

### Capstone

The capstone is intended to draw together the knowledge and skills gained throughout the course of study for completing the requirements of the major. Each year a series of capstone courses is offered. The chosen capstone should complement the work completed previously by the student and be in accordance with the student's formal learning plan.

## A Formal Learning Plan

Each student is required to prepare a formal learning plan that establishes the logical connections among the specialization courses and the elective skills courses. The learning plan is typically a single page in length and requires signatures by the student, faculty adviser and director or undergraduate adviser. This approval process should normally be obtained before the end of the spring semester of the junior year and must be completed before senior clearance will be granted.

## Internships and Study Abroad

Students are strongly encouraged to do internships with local, state, federal and international governments, and social movement organizations for major credit. Similarly, study abroad provides students the opportunity to witness first-hand the environmental issues that arise in other parts of the world and to be a part of their analysis and solution. To receive credit for study abroad, students must work with faculty advisers or other departmental and affiliate professors.

## Requirements for the Dual Major

In accordance with university guidelines, the requirements for a dual major are identical to those of the individual major. Students may not, at this time, double major in global environmental studies and geography.

### Course Layout:

#### *I. Breadth Requirement (Total of five courses)*

##### A. State of the Earth (One course required)

- EN171 International Perspectives on Environmental Problems and Policies
- GES179 Globalization, Environment and Justice
- GES180 The Earth Transformed by Human Action

##### B. Natural Science (One course required)

- BIOL104 Biodiversity
- BIOL114 Marine Biology
- BIOL122 Ecological Systems
- BIOL201 Ecology of Atlantic Shores
- BIOL216 Ecology
- CHEM080 Introduction to Environmental Chemistry
- CHEM142 Environmental Chemistry
- EN120 Discovering Environmental Science
- GES014 Weather, Climate and Landforms
- GES101 Introduction to Environmental Geology
- GES102 Understanding the Weather
- GES103 The Natural Environment of New England
- GES114 Intermediate Geomorphology
- GES115 Introduction to Hydrology
- GES118 Environment and Disasters
- GES232 Landscape Ecology
- GES263 Climate Systems and Global Environmental Change

##### C. Economics/Political Economy of the Environment (Choose one of the following courses:)

- ECON 157 Economics of Natural Resources and Environment
- GES126 Living in the Material World: Political Geography of Resource Development.
- GES127 Political Economy of Development
- GES224 Economy and Environment
- ID125 Tales from the Far Side

#### **D. Government/Institutions**

##### **(Choose one of the following courses:)**

- EN171 International Perspectives on Environmental Problems and Policies
- EN276 Environmental Law
- EN286 Sustainability, Institutions and Policy Making
- GOVT157 The Politics of U.S Environmental Issues
- GOVT216 Comparative Environmental Politics
- ID294 Participation and Environmental Management

#### **E. Civil Society and Social Movements**

##### **(Choose one of the following courses:)**

- GES090/197 Native Americans and Natural Resources
- GOVT251 U.S Social Movements and Interests
- ID131 Local Action/Global Change
- ID253 Social Movements, Globalization and the State
- ID294 Participation and Environmental Management
- SOC265 Social Movements: Quest for Justice

#### **F. Culture and Environment**

##### **(Choose one of the following courses:)**

- ARTS162 Explanation of the Natural World: Seeding Artistic Process with Drawing Monotype and Mixed Media
- ARTS204 Sacred Space
- GES017 Culture, Place and Environment
- GES136 Gender and Environment
- GES237 Feminism, Nature and Culture
- PHIL131 Environmental Ethics
- PHIL232 Case Studies in Environmental Ethics

### ***II. Depth Component (Students must take four courses in a substantive area, examples given below, two of which must be at the 200 level.)***

#### **A. Sustainability Science**

- ECON128 Economic Development
- EN251 Limits of the Earth
- GES226 Social Theories of Environmental Risks and Hazards
- GES275 Technology and Sustainability: Perspectives from the Global South
- ID112 Issues and Sustainable Development

#### **B. Culture and Political Ecology**

- ECON245 The History of Global Economy
- GES017 Culture, Place and Environment
- GES105 Keeping of Animals: Patterns of Use and Abuse
- GES126 Living in the Material World
- GES136 Gender and Environment
- GES179 Globalization, Environment and Justice
- SOC205 Sociology of the Environment

#### **C. Urban-Industrial Ecology and Urban Environmental Problems**

- GES244 Gender, Work and Space
- GES250 Technology and Environmental Assessment
- GES254 Urban Transportation: Problems and Prospects
- GES256 Global Economic Geographies
- GES280 Urban Ecology: Cities as Ecosystems
- MGMT252 Corporate Environmental Management

#### **D. Environmental Risks and Hazards**

- GES222 Why Global Warming Matters
- GES226 Social Theories of Environmental Risks and Hazards
- GES247 Quantitative Methods in Geography
- GES250 Technology and Environmental Assessment
- EN261 Decision Methods for Environmental Management and Policy

#### **E. Resource Management**

- ECON257 Environmental and Natural Resource Economics
- GES105 Keeping of Animals: Patterns of Use and Abuse
- GES115 Introduction to Hydrology and Water Resources
- GES126 Living in the Material World: The Political Geography of Resource Development
- GES271 Groundwater Hydrology
- PHIL140 Energy and the Environment
- EN253 Sustainable Fisheries Management

#### **F. Land-Change and Land-Degradation Science**

- GES200 Land Degradation
- GES211 African Environments and Geographical Implications
- GES228 Management of Arid Lands
- GES234 Geography of Fire
- IDND299 HERO

### ***III. Skills (Two required, one related to substantive specialization)***

- ARTS120 Introduction to Photography
- ARTS121 Intermediate Photography
- ARTS170 Storytelling through Video Documentary and Dramatic Production
- ARTS200 Photography Projects
- BIOL106 Quantitative Methods in Biology
- GES087 Introduction to Environmental Information Systems
- GES110 Introduction to Quantitative Methods in Geography
- GES141 Research Methods in Geography
- GES261 Decision Methods for Environmental Management and Policy
- GES226 Social Theories of Environmental Risks and Hazards
- ID190 Introduction to GIS
- ID260 Quantitative Modeling
- TA107 Introduction to Video Production
- TA119 Public Speaking

### ***IV. Capstone***

- GES222 Why Global Warming Matters
- GES224 Economy and Environment
- GES226 Social Theories of Environmental Risks and Hazards
- GES280 Urban Ecology: Cities as Ecosystems
- IDND299 HERO

### **Honors Program**

The honors program in geography provides qualified students majoring in geography and global environmental studies an opportunity to conduct a major independent research project on a topic of interest.

### **Program Requirements**

- Complete a two-semester independent honors project (thesis) or counterpart in accepted "selective" program, such as HERO, the final product of which is evaluated by a Honors Committee.



- Present a poster on the honors project at Academic Spree Day.
- Project supervised by a geography faculty member and one additional faculty member; the two members constitute the student's Honors Committee.

### Program Candidate Qualifications

- Open to juniors with a minimum GPA of 3.25 overall and 3.5 GPA in the geography major by the end of first semester of the junior year of study, and who demonstrate the appropriate research background to undertake independent geographic research.
- Usually honors participants have taken GEOG141 Research Methods, or its equivalent, before entering the program.

### Applying for Honors

- Notification of eligibility and information about the program is forwarded to all junior students before the fall semester of the junior year.
- Applications due to the undergraduate program assistant by November 1.
- Provisional honor program students are notified one week before spring registration and provisional acceptance becomes formal once the GPA standards (above) are verified.
- Honors students register for GEOG297 Directed Research (Honors), or HERO.

Details of the honors program in geography are available in the Undergraduate section of The School of Geography's Web page.

### Global Environmental Studies Minor

Students wishing to minor in Global Environmental Studies must complete the following components of the regular program of the major (for a total of eight courses):

- **Breadth Requirement:** Choose one course in each state-of-the-Earth and natural-science areas and choose three courses from the following four areas: economics/political economy, government/institutions, civil society/social movements, and culture and environment.
- **Depth Requirement:** two courses, one being at the 200-level.
- **Skills Requirement:** one skills course

### Courses

**ARTS120 INTRODUCTION TO PHOTOGRAPHY/STUDIO, LECTURE, DISCUSSION**  
See Studio Art 120.

**ARTS121 INTERMEDIATE PHOTOGRAPHY/STUDIO, LECTURE, DISCUSSION**  
See Studio Art 121.

**ARTS162 EXPLORING THE NATURAL WORLD: SEEDING ARTISTIC PROCESS WITH DRAWING, MONOTYPE AND MIXED MEDIA**  
See Studio Art 162.

**ARTS200 PHOTOGRAPHY PROJECTS/STUDIO, LECTURE, DISCUSSION**  
See Studio Art 200.

**ARTS204 SACRED SPACE/LECTURE, DISCUSSION, PROJECTS**  
See Studio Art 204.

**BIOL084 BIODIVERSITY/LECTURE, LABORATORY**  
See Biology 084.

**BIOL114 MARINE BIOLOGY/LECTURE, FIELD TRIPS**  
See Biology 114.

**BIOL201 ECOLOGY OF ATLANTIC SHORES/LECTURE, FIELD TRIP**  
See Biology 201.

**BIOL216 ECOLOGY/LECTURE, LABORATORY**  
See Biology 216.

**CHEM080 INTRODUCTION TO ENVIRONMENTAL CHEMISTRY**  
See Chemistry 080.

**CHEM142 ENVIRONMENTAL CHEMISTRY/LECTURE, LABORATORY**  
See Chemistry 142.

**ECON128 ECONOMIC DEVELOPMENT/LECTURE, DISCUSSION**  
See Economics 128.

**ECON157 THE ECONOMICS OF NATURAL RESOURCES AND THE ENVIRONMENT/LECTURE**  
See Economics 157.

**ECON245 THE HISTORY OF GLOBAL ECONOMY/LECTURE, DISCUSSION**  
See Economics 245.

**ECON257 ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS**  
See Environmental Science and Policy 257.

**EN120 DISCOVERING ENVIRONMENTAL SCIENCE/ LECTURE, DISCUSSION**  
See Environmental Science and Policy 120.

**EN171 INTERNATIONAL PERSPECTIVES ON ENVIRONMENTAL PROBLEMS AND POLICIES/LECTURE, DISCUSSION**  
See Environmental Science and Policy 171.

**EN251 LIMITS OF THE EARTH/SEMINAR**  
See Environmental Science and Policy 251.

**EN276 ENVIRONMENTAL LAW/LECTURE, DISCUSSION**  
See Environmental Science and Policy 276.

**EN286 SUSTAINABILITY, INSTITUTIONS AND POLICY MAKING/SEMINAR**  
See Environmental Science and Policy 286.

**GEOG101 INTRODUCTION TO ENVIRONMENTAL GEOLOGY/LECTURE, LABORATORY**  
See Geography 101.

**GEOG126 LIVING IN THE MATERIAL WORLD: THE POLITICAL GEOGRAPHY OF RESOURCE DEVELOPMENT/LECTURE, DISCUSSION**  
See Geography 126.

**GEOG127 POLITICAL ECONOMY OF DEVELOPMENT/LECTURE**  
See Geography 127.

**GEOG136 GENDER AND ENVIRONMENT/LECTURE, DISCUSSION**  
See Geography 136.

**GEOG141 RESEARCH METHODS IN GEOGRAPHY/LECTURE, DISCUSSION**  
See Geography 141.

**GEOG152 GEOGRAPHY OF GLOBALIZATION/FIRST-YEAR SEMINAR**  
See Geography 152.

**GEOG200 LAND DEGRADATION/SEMINAR**  
See Geography 200.

**GEOG211 AFRICAN ENVIRONMENTS AND GEOGRAPHICAL IMPLICATIONS/LECTURE, DISCUSSION**  
See Geography 211.

**GEOG222 WHY GLOBAL WARMING MATTERS/ SEMINAR**  
See Geography 222.

**GEOG224 ECONOMY AND ENVIRONMENT/ LECTURE, DISCUSSION**

See Geography 224.

**GEOG226 SOCIAL THEORIES OF ENVIRONMENTAL RISKS AND HAZARDS/SEMINAR, LECTURE, DISCUSSION**

See Geography 226.

**GEOG234 THE GEOGRAPHY OF FIRE/LECTURE, DISCUSSION**

See Geography 234.

**GEOG247 INTERMEDIATE QUANTITATIVE METHODS IN GEOGRAPHY/LECTURE, LABORATORY**

See Geography 247.

**GEOG250 TECHNOLOGY AND ENVIRONMENTAL ASSESSMENT/SEMINAR**

See Geography 250.

**GEOG254 URBAN TRANSPORTATION: PROBLEMS AND PROSPECTS/LECTURE, DISCUSSION**

See Geography 254.

**GEOG263 THE CLIMATE SYSTEM AND GLOBAL ENVIRONMENTAL CHANGE/ LECTURE, DISCUSSION**

See Geography 263.

**GEOG271 GROUNDWATER HYDROLOGY AND MANAGEMENT/LECTURE, DISCUSSION**

See Geography 271.

**GEOG277 GENDER, ENVIRONMENT AND DEVELOPMENT/SEMINAR**

See Geography 277.

**GEOG281 TROPICAL ECOLOGY/LECTURE, DISCUSSION**

See Geography 281.

**GES014 WEATHER, CLIMATE AND LANDFORMS/ LECTURE, LABORATORY**

See Geography 014.

**GES016 INTRODUCTION TO ECONOMIC GEOGRAPHY/ LECTURE, DISCUSSION**

See Geography 016.

**GES075 DEGRADATION AND SUSTAINABILITY/FIRST-YEAR SEMINAR**

See Geography 075.

**GES087 INTRODUCTION TO ENVIRONMENTAL INFORMATION SYSTEMS/LECTURE, LABORATORY**

See Geography 087.

**GES090 NATIVE AMERICANS AND NATURAL RESOURCES**

See Geography 090.

**GES102 UNDERSTANDING THE WEATHER/LECTURE, LABORATORY**

See Geography 102.

**GES103 THE NATURAL ENVIRONMENT OF NEW ENGLAND/FIELD COURSE**

See Geography 103.

**GES105 KEEPING OF ANIMALS: PATTERNS OF USE AND ABUSE/LECTURE, DISCUSSION**

See Geography 105.

**GES110 INTRODUCTION TO QUANTITATIVE METHODS IN GEOGRAPHY/LECTURE, LABORATORY**

See Geography 110.

**GES114 INTERMEDIATE GEOMORPHOLOGY/LECTURE**

See Geography 114.

**GES115 INTRODUCTION TO HYDROLOGY AND WATER RESOURCES: A GEOGRAPHICAL VIEW/LECTURE, DISCUSSION**

See Geography 115.

**GES179 GLOBALIZATION, ENVIRONMENT AND JUSTICE/ LECTURE, DISCUSSION, FIRST-YEAR SEMINAR (IN ALTERNATE YEARS)**

See Geography 179.

**GES180 THE EARTH TRANSFORMED BY HUMAN ACTION/LECTURE, DISCUSSION**

See Geography 180.

**GES197 NATIVE AMERICANS AND NATURAL RESOURCES**

See Geography 197.

**GES228 MANAGEMENT OF ARID LANDS/LECTURE, SEMINAR**

See Geography 228.

**GES232 LANDSCAPE ECOLOGY/LECTURE, DISCUSSION**

See Geography 232.

**GES237 FEMINISM, NATURE AND CULTURE/SEMINAR**

See Geography 237.

**GES244 GENDER, WORK AND SPACE/SEMINAR**

See Geography 244.

**GES255 QUALITATIVE RESEARCH METHODS, SKILLS AND APPLICATIONS/LECTURE, DISCUSSION**

See Geography 255.

**GES275 TECHNOLOGY AND SUSTAINABILITY: PERSPECTIVES FROM THE GLOBAL SOUTH/LECTURE, DISCUSSION**

See Geography 275.

**GES280 URBAN ECOLOGY: CITIES AS ECOSYSTEMS/LECTURE, DISCUSSION**

See Geography 280.

**GOVT157 THE POLITICS OF U.S. ENVIRONMENTAL ISSUES/LECTURE, DISCUSSION**

See Government 157.

**GOVT216 COMPARATIVE ENVIRONMENTAL POLITICS/ LECTURE, DISCUSSION**

See Government 216.

**GOVT251 U.S. SOCIAL MOVEMENTS AND INTEREST GROUPS/LECTURE, DISCUSSION**

See Government 251.

**ID112 LEADING ISSUES IN SUSTAINABLE DEVELOPMENT**

See International Development and Social Change 112.

**ID125 TALES FROM THE FAR SIDE: DEVELOPMENT AND UNDERDEVELOPMENT/LECTURE, DISCUSSION**

See International Development and Social Change 125.

**ID131 LOCAL ACTION, GLOBAL CHANGE/LECTURE, DISCUSSION**

See International Development and Social Change 131.

**ID190 INTRODUCTION TO GIS/LECTURE, LABORATORY**

See International Development and Social Change 190.

**ID245 CULTURE, POLITICS, AND INTERNATIONAL DEVELOPMENT/LECTURE, DISCUSSION**

See International Development and Social Change 245.

**ID253 SOCIAL MOVEMENTS, GLOBALIZATION AND THE STATE/LECTURE, DISCUSSION**

See International Development and Social Change 253.

**ID294 PARTICIPATION AND ENVIRONMENTAL MANAGEMENT/LECTURE, DISCUSSION**

See International Development and Social Change 294.

**ID297 HONORS THESIS**

See International Development and Social Change 297.



**ID299 DIRECTED STUDY**

See International Development and Social Change 299.

**MGMT252 CORPORATE ENVIRONMENTAL MANAGEMENT**

See Management 252.

**PHIL131 ENVIRONMENTAL ETHICS/LECTURE, DISCUSSION**

See Philosophy 131.

**PHIL232 CASE STUDIES IN ENVIRONMENTAL ETHICS/SEMINAR**

See Philosophy 232.

**SOC205 SOCIOLOGY OF THE ENVIRONMENT/LECTURE, DISCUSSION**

See Sociology 205.

**SOC265 SOCIAL MOVEMENTS: QUEST FOR JUSTICE/VARIABLE FORMAT**

See Sociology 265.

**TA119 PUBLIC SPEAKING/STUDIO**

See Theater Arts 119.

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**GOVERNMENT AND INTERNATIONAL RELATIONS**
**Program Faculty**

Robert Boatright, Ph.D.

Brian Cook, Ph.D.

Beverly C. Grier, Ph.D.

Sharon Krefetz, Ph.D.

Mark Miller, Ph.D.

Paul W. Posner, Ph.D.

Srinivasan Sitaraman, Ph.D.

Valerie Sperling, Ph.D.

Kristen Williams, Ph.D.

**Adjunct Faculty**

Kiran Asher, Ph.D.

Douglas Little, Ph.D.

Simon Payaslian, Ph.D.

Robert Ross, Ph.D.

**Visiting Faculty**

Anne Reisinger, Ph.D.

**Emeriti Faculty**

John Blydenburgh, Ph.D.

Cynthia Enloe, Ph.D.

**Program Overview**

The department explores some of the most important political questions that face people of all countries. Why are some governments effective and others not? What causes wars or solidifies peace? Can public policies affect relations between women and men, and between different racial groups? Most important, who decides such questions and how? The department offers courses that address these questions and others—in international relations, American politics and comparative politics. The curriculum provides theories and concepts, relevant information and tools for investigation for students to develop their own answers.

**Major Requirements**

The major provides a general introduction to the study of politics and an opportunity to explore one particular subfield in greater depth, allowing students to concentrate in one area of politics. The three subfields are: American politics and public policy; comparative politics; and international relations. Students must take 14 courses, with leeway choosing particular courses. Most courses are in the government department, but the few from other disciplines complement the study of politics and explore the relationships between government and other sectors of society. The 14 required courses—11 in government, one in economics, one in history and one from related disciplines—are divided into two categories.

General government requirements: seven courses, including one subfield introductory course (in addition to the introductory course in one's chosen subfield); the economics course, ECON010 A Comparative Approach; one government course in normative political theory (GOVT155, 156, 203 or 206); one course in research methods and skills, GOVT107; and three government courses from outside one's chosen subfield.

Subfield specialization requirements: seven courses, including the introductory course to one's chosen government subfield (GOVT050 Introduction to American Government, GOVT070 Introduction to Comparative Politics or GOVT069 Introduction to International Relations); four additional government courses in one's chosen subfield (one of these four must be in the form of a seminar in one's subfield, taken in the junior or senior year); and two courses, related to the subfield, from outside the government department. (A list of related courses is available from the department office; one must be in history. The other should be chosen with one's adviser.)

**Subfield Descriptions****American Politics**

The American Politics and Public Policy subfield includes study of basic political and governmental institutions, major political processes, law and important patterns of political behavior. Subfield specialists become familiar with each of these three broad areas, learning how the political system operates, why public policy emphasizes particular values and allocates certain resources to different groups and individuals, and who benefits and who loses in policy outcomes in policy areas such as housing, the environment and the economy. The federal structure of American government and the diversity of the American population also require familiarity with state politics, urban and suburban politics, law and politics, and women and politics.

**Comparative Politics**

Comparative politics has two intertwined meanings at Clark: it means immersion in the study of politics in two or more countries outside the United States; and it means deliberately comparing important factors, such as social movements, issues or policy-making processes in two or more countries. Subfield specialists are given the chance to delve into politics experienced by elite and ordinary people inside other countries. While the United States is intentionally kept off center-stage in comparative politics courses, most of them raise specific questions about American politics—its policies, experiences and assumptions—as they are seen from the vantage point of people in countries such as South Africa, Mexico or Russia. The study of comparative politics alerts the specialist to the varieties but also the surprising similarities in how power is gained, and how it is justified and wielded in different countries.

## **International Relations**

Government majors who specialize in international relations address global politics at two intersecting levels: formal state-to-state behavior in terms of diplomacy, war and peace, intervention, law and organization; and translation of global interactions in terms of trade, development, social movements, refugees, human rights, ecology and media. Subfield specialists engage in rigorous theoretical investigations of competing analytic traditions as they attempt to explain ongoing problems of world order. Some of these problems are local, such as boundary disputes; some are regional, such as regional economic integration; and some are global, such as poverty, the greenhouse effect or militarization. Similarly, the actors in world politics are diverse: national governments, subnational governments, international organizations, private interest groups, social classes and religious movements.

## **General Courses**

- GOVT102 First-Year Seminar
- GOVT107 Research Methods
- GOVT155 Roots of Political Thought
- GOVT203 Political Theorists and Their Theories/Seminar
- GOVT206 Recent Political Theory
- GOVT260 Democratic Theory
- GOVT297 Senior Honors Thesis in Government and International Relations
- GOVT298 Internship
- GOVT299 Independent Study

## **American Politics and Public Policy**

- GOVT050 Introduction to American Government
- GOVT154 The Politics of Public Policy in the United States
- GOVT157 The Politics of Environmental Issues
- GOVT170 American Political Thought and Behavior
- GOVT171 Urban Politics: People, Power and Conflict in U.S. Cities
- GOVT172 Suburbia: People and Politics
- GOVT175 Women and U.S. Politics
- GOVT204 The American Presidency
- GOVT205 U.S. Campaigns and Elections
- GOVT209 The United States since 1968
- GOVT213 Policy Analysis in the United States
- GOVT215 State and Local Government and Politics
- GOVT221 Urban-Policy Internship Seminar
- GOVT223 Suburban Policy Issues Seminar
- GOVT251 U.S. Social Movements and Interest Groups
- GOVT252 U.S. Political Parties
- GOVT253 U.S. Judicial Politics
- GOVT255 The Politics of U.S. Congress
- GOVT258 U.S. Social Policy
- GOVT259 Political Participation in the United States
- GOVT272 U.S. Constitutional Law: Civil Liberties
- GOVT273 U.S. Constitutional Law: Governmental Powers
- GOVT274 The Supreme Court in American Society
- GOVT276 Environmental Law
- GOVT281 The Politics of Policy Implementation/Seminar
- GOVT282 Housing and Community Development/Seminar
- GOVT291 Lawyers and American Politics/Seminar
- GOVT293 Constitutional Democracy/Seminar
- GOVT296 Advanced Topics in American Politics/Seminar

## **Comparative Politics**

- GOVT067 Problems of Globalization
- GOVT070 Introduction to Comparative Politics
- GOVT103 Africa and the World
- GOVT110 Introduction to Women's Studies
- GOVT117 Revolution and Political Violence
- GOVT125 Tales from the Far Side
- GOVT136 Sub-Saharan Africa: Issues and Problems
- GOVT173 Introduction to Latin-American Politics
- GOVT177 Transitions to Democracy
- GOVT178 South Africa: History and Contemporary Politics
- GOVT179 Comparative Foreign Policy
- GOVT186 Upheaval in Eastern Europe
- GOVT201 HIV/AIDS Crisis in Africa
- GOVT208 Comparative Politics of Women
- GOVT210 Violence in the Middle East
- GOVT212 Politics, Culture and Society in Latin America
- GOVT214 Mass Murder and Genocide Under Communism
- GOVT216 Comparative Environmental Politics
- GOVT218 Child Labor and the State: Comparative Perspective/Seminar
- GOVT219 Politics and Development of Southern Africa/Seminar
- GOVT227 Global Politics of Development
- GOVT230 Armenian Genocide
- GOVT232 Politics and Religion of Eastern and Central Europe
- GOVT256 Corruption, Crime and Chaos in Contemporary Russia
- GOVT257 Comparative Courts and Laws
- GOVT275 Gender Politics and Development in Africa/Seminar
- GOVT278 Genocide Since 1945
- GOVT286 Advanced Topics in Comparative Politics/Seminar
- GOVT290 Inter-American Relations/Seminar
- GOVT293 Constitutional Democracy/Seminar
- GOVT295 Altered States/Seminar

## **International Relations**

- GOVT069 Introduction to International Relations
- GOVT080 Model United Nations Program
- GOVT103 Africa and the World
- GOVT146 The U.N. and International Law
- GOVT147 World Order and Globalization
- GOVT179 Comparative Foreign Policy
- GOVT192 Asian Political Economy
- GOVT211 International Cooperation
- GOVT226 International Political Economy
- GOVT238 U.S. Foreign Policy 1914
- GOVT240 Human Rights and International Politics
- GOVT241 History of Human Rights
- GOVT242 Human Rights and Transitional Justice
- GOVT245 Americans, Israelis and Arabs
- GOVT246 The United States and the Persian Gulf
- GOVT247 Seminar in Global Capitalism
- GOVT250 U.S. National Security
- GOVT280 Super Power Surrendering? Russia and the World
- GOVT284 The Viet Nam War
- GOVT285 Special Topics in Peace Studies/Seminar
- GOVT289 Advanced Topics in International Relations/Seminar



## Honors Program

Juniors with strong academic records may apply to the honors program, which expands research and writing skills through an in-depth systematic analysis of one specific topic. Students can achieve honors by successfully completing the honors program, which involves researching, writing and defending a senior thesis. Interested students should obtain guidelines in the department office and must submit applications by March 15 of the junior year.

## Government and International Relations Minor

The government minor requires a minimum of six courses within the department. One must be an introductory course (GOVT050, 069 or 070); one must be either in political theory (GOVT155, 156, 203 or 206) or in research methods (GOVT107); and four others can be in any assortment of subfield areas (including two at the 200 level). An internship supervised by a government faculty member, as well as approved political-science courses taken as part of an accredited study-abroad program, may count toward the minor.

## Internships and Study Abroad

Internships in American local, state and federal government agencies, independent public-interest groups, private law firms, and companies can earn students government major credit. Study abroad may also fulfill major requirements. To receive government major or minor credit, a student must work with his or her faculty adviser or another faculty member in the department.

## Nonmajor Concentration

Certain fields of study can be taken as concentrations in addition to and complementary to the government major. Some concentration requirements may also fulfill government major requirements. (See specific catalog sections on these concentrations.)

## Student Handbook

The government department publishes a handbook, which has a more extensive description of major requirements, programs, courses and faculty, as well as other information relevant to the major. Copies are available in the department office.

## Courses

### GOVT050 INTRODUCTION TO AMERICAN GOVERNMENT/LECTURE, DISCUSSION

Introduces the American governmental system. Overviews contemporary structure, operation and performance of national institutions, including the courts. Addresses American political culture, voting and elections, the evolution of federalism, law and politics, and important public issues, such as civil rights, civil liberties and economic change. Mr. Cook, Mr. Miller/Offered every year

### GOVT067 PROBLEMS OF GLOBALIZATION

This course will help students to understand and evaluate the challenges of globalization at the beginning of the 21st century. Students will become familiar with the economic, social, political and cultural dimensions of the process. They will be exposed to arguments for and against globalization and possible solutions to problems. The course is the sequel to Global Society (IDND 066), which lays the theoretical foundation.

### GOVT069 INTRODUCTION TO INTERNATIONAL RELATIONS/LECTURE, DISCUSSION

Introduces basic concepts of international relations, e.g., the balance of power, and broader alternative perspectives by which security can be viewed. Explores the development of the nation's state system, World

War I, World War II, the Cold War, the post-Cold War period and issues such as human rights, environment, gender, war and economics. Ms. Williams, Mr. Sitaraman/Offered every year

### GOVT070 INTRODUCTION TO COMPARATIVE POLITICS/ LECTURE, DISCUSSION

The study of comparative politics is based upon the premise that we can better understand domestic political dynamics and political phenomena, in general, by comparing political conditions across and within (subnational units) countries. Specifically, comparative politics investigates the following types of questions: In what ways do groups and individuals participate in politics? Why have some countries developed stable democratic political systems, while others remain authoritarian or experience frequent changes in government? What relationship does a country's political organization have with its economic performance, social stability and relations with other countries? In exploring these questions, we will compare both developed and developing countries in terms of political institutions (constitutions, executives, legislatures, courts and political parties), political behavior (voting and collective action), political culture and political economy. Mr. Posner/Offered every year

### GOVT080 MODEL UNITED NATIONS PROGRAM

The Model United Nations program is a realistic simulation of the activities of ambassadors and representatives of different member nations who serve in various agencies of the United Nations. Students assume the role of ambassadors or special U.N. representatives. They participate in live simulations of the U.N. Security Council, Economic Social and Cultural Council, and Special Middle East Summit. Students participate in the Harvard Model U.N. Conference every year. During this conference, Clark students known as delegates enter the world of diplomacy, negotiation and high politics as they grapple with complex realities of peace and security, human rights, women's rights and economic development, and they pit their skills against delegates from other universities representing different countries. Delegates prepare by thoroughly researching policy positions of countries they are representing and contribute to a lively exchange of ideas and simulate an authentic environment that parallels U.N. meetings. This active-learning experience complements classroom learning and prepares Clark students to enter a professional career in government, international organizations or the academe. Repeat registration allowed. Mr. Sitaraman/Offered every year

### GOVT102 WOMEN AND WAR/FIRST-YEAR SEMINAR

This first-year seminar examines the impact of war on women as both victims (i.e. refugees, rape victims) and participants (i.e. warriors) as part of the larger understanding of women's role in society, both domestic and international society. The course will introduce students to the theoretical approaches in international relations for understanding the connection between gender and war. Various case studies of wars (Bosnia, Afghanistan, Kosovo) will be explored. Questions considered: How do we understand gender, particularly in conflict situations? How does war affect women and men differently? How does militarization and conflict perpetuate patriarchal power arrangements? Ms. Williams/Offered periodically

### GOVT103 AFRICA AND THE WORLD/LECTURE, DISCUSSION

Examines the historical and contemporary relationships of sub-Saharan Africa and Europe, the United States, the Middle East and parts of Asia, and Latin America. The course explores issues such as global involvement in Africa's civil wars, genocide in Rwanda, Islamic fundamentalism, the role of the World Bank and International



Monetary Fund in Africa's development, and the impact of the HIV/AIDS pandemic. The role of the United Nations and nongovernmental organizations in development, conflict and humanitarian concerns is also explored. Ms. Grier/Offered every other year

**GOVT107 RESEARCH METHODS/LECTURE, DISCUSSION**

Considers the logic of the research process, from formulating and stating testable hypotheses and operationalizing concepts to collecting and analyzing appropriate data. Explores both concepts and techniques, including statistical analysis. Students design research projects independently or in teams, and analyze data. Mr. Cook, Ms. Krefetz/Offered every semester

**GOVT110 INTRODUCTION TO WOMEN'S STUDIES/ LECTURE, DISCUSSION**

Provides a broad, global overview of women's studies, its questions, its findings, considering women's experiences and roles in different generations and sociocultural communities. Ms. Sperling/Offered every other year

**GOVT117 REVOLUTION AND POLITICAL VIOLENCE/ LECTURE, DISCUSSION**

Analyzes the concept, the causes and process of revolution. Is revolution inevitable? How does it differ from terrorism, guerrilla warfare or coups? This course examines the Russian and Chinese revolutions as 20th-century prototypes; comparisons are then drawn to more recent revolutions in Eastern Europe, the Middle East, Latin America and South Africa. Ms. Sperling/Offered every year

**GOVT125 TALES FROM THE FAR SIDE: DEVELOPMENT AND UNDERDEVELOPMENT/LECTURE, DISCUSSION**

See International Development and Social Change 125.

**GOVT136 SUB-SAHARAN AFRICA: ISSUES AND PROBLEMS/LECTURE, DISCUSSION**

Explores issues and problems confronting sub-Saharan Africa, including the legacy of colonialism, the establishment of nation-states, and the role of parties and the military in the politics of selected countries. Examines women's roles, class conflict, alternative development strategies, the environment, regional conflicts and the global economy. Ms. Grier/Offered every other year

**GOVT146 THE UNITED NATIONS AND INTERNATIONAL LAW**

The objective of this course is to develop a solid understanding of how the United Nations has evolved: What are its organizational structures? Who are the major actors? What are its structures and processes? In conjunction, this course also analyzes the concept and bases of international law. Namely, how international law sets the general procedures and develops institutions for the conduct of international relations. The course also provides needed background for the Model U.N. program. Mr. Sitaraman/offered every year.

**GOVT147 WORLD ORDER AND GLOBALIZATION/ DISCUSSION**

Explores the ways in which states have attempted to establish order in an anarchical international system. An overriding challenge to the existing world order, particularly in the post-Cold War period, comes from globalization (economic, political, social issues). Is globalization leading toward a single system of values, or fragmenting into incompatible pockets of pluralist identities? Ms. Williams/Offered every year

**GOVT154 THE POLITICS OF PUBLIC POLICY IN THE UNITED STATES/LECTURE, DISCUSSION**

Where do policy ideas originate? How do coalitions form in support or opposition to a policy? Do the dynamics of policy making vary across issues? Focuses on understanding public-policy development and implementation at the national level in the United States, including

why some policies fail to develop or why they fail to take effect as intended. Includes assessment of prominent theories of policy development and in-depth analysis of cases. GOVT050 strongly recommended. Mr. Cook/Offered every other year

**GOVT155 ROOTS OF POLITICAL THOUGHT/LECTURE, DISCUSSION**

Western political thought from the classic Greek period to early modern liberalism and socialism is analyzed through contributions by major thinkers: Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau and Marx. Mr. Boatright/Offered every year

**GOVT157 THE POLITICS OF U.S. ENVIRONMENTAL ISSUES/LECTURE, DISCUSSION**

Why have environmental policies emerged or failed to emerge? What is distinctive about the politics of environmental issues? Primary focus is national environmental politics and policy making in the United States. Examines the character of policy action, public ideas, political leadership and institutional development across several prominent environmental issues. Assignments emphasize class discussion, oral presentations, group simulations and short written analyses. GOVT050 strongly recommended. Mr. Cook/Offered every other year

**GOVT170 AMERICAN POLITICAL THOUGHT AND BEHAVIOR/LECTURE, DISCUSSION**

Explores factors that have shaped a distinctive American political culture—our shared values, beliefs, attitudes and expectations of government. Considers how this culture is transmitted through the process of political socialization, in which our political orientations and behavioral predispositions are formed. Examines how political culture and socialization are connected to contemporary political attitudes and behavior. Ms. Krefetz/Offered periodically

**GOVT171 URBAN POLITICS: PEOPLE, POWER AND CONFLICT IN U.S. CITIES/LECTURE, DISCUSSION**

Focuses on the major socioeconomic and political forces that affect city politics in the United States. Topics include: the growth and decline of the cities; fiscal constraints; federal and state urban policies; political machines; reforms; the post-Reform Era; the community power debate; regimes and coalition building; and efforts by African-Americans and Latinos to gain political incorporation. Ms. Krefetz/Offered every year

**GOVT172 SUBURBIA: PEOPLE AND POLITICS/LECTURE, DISCUSSION**

Focuses on the causes and consequences of the rapid growth of suburbs in the United States after World War II, impact on the nature of metropolitan areas. What are the characteristics of the people who live in suburbs? Is suburban homogeneity a myth or reality? How are suburbs governed? What is suburban political participation like? What are the patterns of policy making on issues such as education, zoning and property taxes? Ms. Krefetz/Offered periodically

**GOVT173 INTRODUCTION TO LATIN-AMERICAN POLITICS/LECTURE, DISCUSSION**

As an introduction to the study of Latin-American politics, this course demands no prerequisites except a basic curiosity about the region and a desire to learn about its development over the past century. In an effort to understand contemporary politics in the region, we consider alternative theoretical explanations for patterns of development as well as analyze the historical role played by influential political actors, including the Church, the military, economic elites, workers and peasants. Some of the fundamental questions we will be asking include: What is the relationship between a country's social and economic con-



ditions and its political system? Why have so many Latin-American nations alternated between democratic and authoritarian regimes? What is the relationship between Latin America and the so-called "First World," particularly the United States? In attempts to answer these questions, the course will examine the political systems of Argentina, Brazil, Chile, Mexico and Guatemala. Mr. Posner/Offered every other year

**GOVT175 WOMEN AND U.S. POLITICS/LECTURE, DISCUSSION**

Explores the political attitudes, behavior and status of women in the United States. Views on the nature of women and their "proper" role in society and the state, set forth by classical political philosophers in ancient times, are contrasted with ideas introduced by women's-rights theorists, beginning in the 18th century. Focus is on contemporary U.S. politics, including gender differences in political socialization and political participation, the gender gap in voting preferences, women as politicians and bureaucrats, and the influence of women on public policies. Ms. Krefetz/Offered every year

**GOVT177 TRANSITIONS TO DEMOCRACY/LECTURE, DISCUSSION**

How can a dictatorship become a democracy? What challenges face countries emerging from repressive rule? Using firsthand accounts, historical analyses and contemporary films, this course explores the role of grassroots movements, elites and the international context in struggles to create and sustain democracy. The focus will be on transitions from totalitarian and authoritarian regimes in Europe and military dictatorships in Latin America. Mr. Posner, Ms. Sperling/Offered every other year

**GOVT178 SOUTH AFRICA: HISTORY AND CONTEMPORARY POLITICS/LECTURE, DISCUSSION**

Acquaints students with the forces that have shaped the political system of contemporary South Africa. Examines colonialism, apartheid, African nationalism and the antiapartheid struggle, the role of African women, politics since the election of Mandela, South Africa's economic and political role in the southern Africa region, and Western involvement in the country during apartheid and postapartheid eras. Ms. Grier/Offered every other year

**GOVT179 COMPARATIVE FOREIGN POLICY/LECTURE, DISCUSSION**

Explores forces that influence the formulation and execution of foreign policy. Is it international setting or domestic factors which determine foreign policy? What are options and constraints in devising a foreign policy in the post-Cold War era? Exploits the foreign policy-making process in various countries, including Europe and Eurasia. Staff/Offered periodically

**GOVT186 UPHEAVAL IN EASTERN EUROPE/LECTURE, DISCUSSION**

Within a dramatic and short space of time, Eastern Europe was transformed from a homogenized communist bloc to a region brimming with diversity, complexity and unfulfilled potential. The course examines the transformations ranging from Stalinism to pluralism. Why did the revolutions of 1989 occur? What are the difficulties in transition to market economies and democracy? Ms. Sperling/Offered periodically

**GOVT192 POLITICAL ECONOMY OF ASIA**

This course is an introduction to the political economy of Asia. Primarily the course will focus on the economies of East and Southeast Asia, and to some extent on India. In the past few decades, the Asian economies have grown at a rapid pace and performed exceedingly well relative to the economies of other developing countries. We will rely on comparative-historical analysis, economic history and analytical

tools used by economists and political scientists to examine the reasons behind the explosive growth in Asian economies. In addition, we will also analyze the role of the state in promoting economic growth and accelerating Asia's global integration. Mr. Sitaraman/Offered periodically

**GOVT201 THE HIV/AIDS CRISIS IN AFRICA**

The course acquaints students with the complex economic, social and political forces that shape the HIV/AIDS pandemic in sub-Saharan Africa. It explores the reasons for Africa's high prevalence rates, the gendered nature of the pandemic, the impact of HIV/AIDS on children and on development, the responses of African governments and nongovernmental organizations, and the politics of prevention and treatment, including the politics of global pharmaceutical drug pricing. Ms. Grier/Offered periodically

**GOVT203 POLITICAL THEORISTS AND THEIR THEORIES/SEMINAR**

Focuses on one or two people whose theories have influenced ideas about power, governing, liberty, equality and justice. Explores their lives and the societies and events that shaped their ideas. Theorists who have been featured include Hannah Arendt, Alexis de Tocqueville, Erich Fromm and Karl Marx. Staff/Offered periodically

**GOVT204 THE AMERICAN PRESIDENCY/LECTURE, DISCUSSION**

Examines the president's changing role in American politics, evolution of the modern presidency, selection and nomination process, relationships with other political institutions and presidential character. Explores proposed reforms for the future. Prerequisite: GOVT050 or permission of instructor. Mr. Cook/Offered every other year

**GOVT205 U.S. CAMPAIGNS AND ELECTIONS/LECTURE, DISCUSSION**

Examines election and campaigns from a number of different perspectives: the theoretical underpinnings of American elections, their historical development, the rules by which campaigns are governed, and the strategies that candidates follow in pursuit of office. Although the focus is almost exclusively on national (presidential and congressional) elections, it is the goal of the course to examine the process of elections from a standpoint that will enable students to understand and analyze the electoral process at various levels of government. The primary system, the role of the media, and the issue of campaign finance, among other topics, are also explored. Mr. Boatright/Offered periodically

**GOVT206 RECENT POLITICAL THEORY/LECTURE, DISCUSSION**

Examines a central normative category of modern democracy from a number of different perspectives: historical development of a distinctly modern public sphere, the liberal and civic republican accounts of the public sphere, and feminist and postmodern critiques. Mr. Boatright/Offered every other year

**GOVT208 COMPARATIVE POLITICS OF WOMEN/ LECTURE, DISCUSSION**

Explores the roles, priorities, strategies and theories of women in the politics of industrialized and developing countries. Causes for changes or lack of genuine changes in women's political influence are investigated to shed new light on those countries' political systems. Discusses the politics of democratization, sexuality, labor and cross-race alliances. One or more previous courses in government or in women's studies is strongly advised. Staff/Offered every other year

**GOVT211 INTERNATIONAL COOPERATION**

This course is designed to address the question of how nation-states cooperate under the condition of international anarchy. The course will begin by examining the theoretical problem of international cooperation. Then we will study how states overcome the cooperation



dilemma, and how formal and informal institutions reduce uncertainty, risk and facilitate reciprocity and enable international cooperation. Importantly, we are interested in studying how institutions are constituted and established, and how institutions evolve over time; what effects they have on states; and how they influence domestic and international policies of a state. Primarily the course will focus on analyzing competing perspectives on international cooperation, then shift into studying how institutions address the cooperation problematique, and conclude by examining the implications of rapid proliferation of international institutions for nation-states, and international relations theory. Prerequisite: Introduction to International Relations or permission of instructor. Mr. Sitaraman/Offered every other year

**GOVT212 POLITICS, CULTURE AND SOCIETY IN LATIN AMERICA/LECTURE, DISCUSSION**

Provides an overview of the key economic and political issues confronting Latin America today: economic development and social inequality, international debt, the breakdown of democracies as well as transitions from authoritarian rule, revolutions, and the role of working-class, women's, peasant and ethnic movement. Draws on the analytical perspectives of the political economy and cultural politics to develop a nuanced and self-reflexive understanding of the complex realities of Latin-American politics. Ms. Asher, Mr. Posner/Offered periodically

**GOVT213 POLICY ANALYSIS/LECTURE, DISCUSSION**

How can society better determine what public problems exist? What policies will respond best to those problems? What impacts have public policies had? These are the questions that animate the policy analysis enterprise, which aims to improve public decision making. Introduces the structure, methods and subject matter of the field, helps students sharpen their analytic skills and explores several important public-policy issues. Students present and discuss concepts and methods and engage in an intense analysis simulation. Prerequisite: GOVT107 or other social-science methods course, or permission of instructor. Limited to juniors and seniors. Mr. Cook/Offered every other year

**GOVT214 MASS MURDER AND GENOCIDE UNDER COMMUNISM/LECTURE, DISCUSSION**

Is communism inherently genocidal? Do communism and mass murder necessarily go hand in hand? This course explores the origins, motivations and consequences of the brutal and deadly policies adopted in three very different communist regimes (the Soviet Union, China and Cambodia). We will also consider potential ways to avert mass killing and genocide. Ms. Sperling/Offered every year

**GOVT216 COMPARATIVE ENVIRONMENTAL POLITICS/ LECTURE, DISCUSSION**

Over the course of the past several decades environmental degradation and sustainability have assumed major significance as public-policy issues, both within nations and internationally. However, given the transnational nature of many environmental problems, addressing such problems has proven to be particularly complex and difficult. This course examines the complex nature of environmental policy from both an international and comparative perspective. We will examine the specific challenges that the international nature of environmental problems poses for policy makers. We will also compare different national experiences and strategies for addressing environmental issues with an eye toward identifying the factors, which impede or facilitate success in promoting effective environmental policy. Mr. Posner/Offered every other year

**GOVT218 CHILD LABOR GLOBALIZATION/SEMINAR**

This course raises and attempts to answer a number of questions. Is globalization good or bad for child labor? Or is the record mixed? Taking a comparative perspective, the course looks at different forms of child labor in a number of developing countries, from carpet weaving in Iran, prostitution in the Philippines, and child soldiering in Liberia to factory work in Mexico and to plantation agriculture in Brazil and South Africa. It seeks to determine the impact of global trade, new communications and information technologies, World Bank and International Monetary Fund policies, and the rise of non-state actors on child labor; and explore the role of states in an increasingly globalized political economy. Ms. Grier/Offered every other year

**GOVT219 POLITICS AND DEVELOPMENT IN SOUTHERN AFRICA/SEMINAR**

Explores in a comparative way various issues in the politics and development of the Southern Africa region: race, class, gender, ethnicity, democratization, land reform, labor migration, the HIV/AIDS pandemic, the environment, child labor, the World Bank and the role and effectiveness of the Southern African Development Community. The countries covered include: South Africa, Lesotho, Swaziland, Botswana, Namibia, Zimbabwe and Mozambique. Ms. Grier/Offered every other year

**GOVT221 URBAN POLICY/SEMINAR AND INTERNSHIP**

Focuses on how cities make and implement policies and deliver services, exploring especially downtown redevelopment, neighborhood revitalization and housing policies. Students intern at a Worcester redevelopment, housing or other policy-making organization. Students discuss course readings and share experiences, combining perspectives of scholars and practitioners. GOVT220 or permission of the instructor is required. Limited to 12 students, with preference given to juniors and seniors. Ms. Krefetz/Offered every other year

**GOVT223 SUBURBAN POLICY ISSUES/SEMINAR**

Explores politics and policy making in suburban communities, especially zoning and land use, education and property taxes. Students conduct original research in suburbs of Worcester and Boston. Prerequisite: GOVT172 or permission of instructor. Ms. Krefetz/Offered periodically

**GOVT226 INTERNATIONAL POLITICAL ECONOMY**

Focuses on political determinants of international trade and finance, and to a lesser extent, it is also about the economic determinants of international politics. In this course, we will learn how the international economic system has evolved and examine how we arrived at this pivotal juncture called the "global political economy." We will study how the international political mechanism and historical forces led to the acceptance of certain economic models, theories and ideas. Particularly, the focus will be on actual international economic processes, their inner workings and interlinkages. We will analyze how domestic political alignments influence a country's trade and tariff policies. Why do some countries make decisions that seem to defy conventional economic logic? Why do some countries choose to trade more and why do some countries choose to restrict international trade? More importantly, in this course we will try and unravel the mysteries behind the "international market system." How does it work? And what are its benefits and consequences? Mr. Sitaraman/Offered every other year.



**GOVT227 GLOBAL POLITICS OF DEVELOPMENT/LECTURE, DISCUSSION**

Expands the boundaries of development studies beyond local- or national-level phenomenon, to explore a key dimension of contemporary world politics. Extends the basic historical political economy framework, developed in GOVT145, to deal in greater depth with the ideas, interests and institutions that comprise the international development "regime." Staff/Offered periodically

**GOVT230 THE ARMENIAN GENOCIDE/LECTURE, DISCUSSION**

Examines the various dimensions of the Armenian Genocide, through scholarly analyses, survivor narratives, journalistic accounts and other sources. Through the course, students develop a detailed understanding of the actual events of the genocide, its social and political causes, and its immediate and long-term impact on individual Armenians and the Armenian nation, generally. Students will also treat in-depth the initial external response to the genocide, its political and legal aftermath, and the significant effort still made by the Turkish successor state to deny that the genocide occurred. Mr. Payaslian/Offered periodically

**GOVT232 POLITICS OF EASTERN AND CENTRAL EUROPE/LECTURE, DISCUSSION**

Examines the politics of Eastern and Central Europe including countries such as Poland, Hungary, The Czech Republic, The Baltics and The Balkans. Staff/Offered periodically

**GOVT238 U.S. FOREIGN POLICY/LECTURE, DISCUSSION**

See History 238.

**GOVT240 HUMAN RIGHTS AND INTERNATIONAL POLITICS/LECTURE, DISCUSSION**

In recent years, questions of human rights and humanitarian concerns have been central to debates on such varied issues as U.S. relations with China, NATO's role in the former Yugoslavia, and the United Nation's place in the international system. The more general question of whether foreign policy should be based strictly on national interests or also include moral considerations has been long-standing, but it is particularly relevant in a post-Cold War world where national interests and priorities are less clear. Appeals to students interested in learning more about current policy disputes and in further exploring the impact of ideas in international politics. Staff/Offered periodically

**GOVT241 HISTORY OF INTERNATIONAL HUMAN RIGHTS/LECTURE, DISCUSSION**

See History 241.

**GOVT242 HUMAN RIGHTS AND TRANSITIONAL JUSTICE/LECTURE, DISCUSSION**

See Sociology 242.

**GOVT245 AMERICANS, ISRAELIS AND ARABS/LECTURE, DISCUSSION**

Studies U.S. foreign policy and diplomacy towards Israel and the Arab countries of the Eastern Mediterranean, including the Arab-Israeli peace process. After a brief introductory section, the course focuses on events in the region since the end of World War II. Staff/Offered periodically

**GOVT246 THE UNITED STATES AND THE PERSIAN GULF/LECTURE, DISCUSSION**

After a brief introductory section on the history and geography of the region and U.S. interests in the area, this course will focus on U.S. relations with Iran, Iraq and the Arabian peninsula since the end of World War II. Topics to be discussed include the U.S. role in the development of Middle Eastern oil, particularly in Saudi Arabia; the collapse of the Shah and the crisis in our relations with Iran; and

"Desert Shield," "Desert Storm" and U.S. efforts to get rid of Saddam Hussein. The goal is to give students an understanding of what happened, and why. Staff/Offered periodically

**GOVT247 GLOBALIZATION: FASHION AND FOUL PLAY/ SEMINAR**

See Sociology 288.

**GOVT250 U.S. NATIONAL SECURITY/LECTURE, DISCUSSION**

Explores domestic and international politics of American national security policy, including the use of force, arms control and diplomacy. Examines the historical background and principal policy-making institutions in security policy particularly the gap between civilians and the military. Case studies focus on the Vietnam War, the Persian Gulf War and Bosnia. Ms. Williams/Offered every year

**GOVT251 U.S. SOCIAL MOVEMENTS AND INTEREST GROUPS/LECTURE, DISCUSSION**

Examines the strategies of social movements and interest groups for mobilizing resources and lobbying the state. Considers theoretical frameworks used to study mobilization and action, including the pluralist, power elite and "cycle" theories for interest groups, and collective action, resource mobilization, and political process models of social movements. Mr. Boatright/Offered periodically

**GOVT252 U.S. POLITICAL PARTIES/LECTURE, DISCUSSION**

Examines historical development of the party system in the United States and the structures and activities of the two major parties. Examines historical successes and failures of various types of third parties and comparative analysis with parties in other advanced democracies. Prerequisite: GOVT050 or permission of instructor. Mr. Boatright, Mr. Cook/Offered periodically

**GOVT253 U.S. JUDICIAL POLITICS/LECTURE, DISCUSSION**

Explores the relationships between the courts and other sectors of the American political system. Studies how judges are selected, how courts handle civil and criminal cases, judicial policy making, and how interest groups use the courts. Mr. Miller/Offered every other year

**GOVT255 THE POLITICS OF U.S. CONGRESS/LECTURE, DISCUSSION**

Examines contemporary politics of the U.S. Congress from individual and institutional perspectives. Includes Congressional elections, differing views of representation, House-Senate differences, Congressional policy making, relationships between Congress and the courts, the presidency, the bureaucracy and interest groups, and the future of the institution. GOVT050 is highly recommended. Mr. Miller/Offered every other year

**GOVT256 CORRUPTION, CRIME AND CHAOS IN CONTEMPORARY RUSSIA**

Explores Russia's current challenges, including the difficulty of changing a communist party-run dictatorship into a democracy, transforming a socialist economy into a capitalist one and handling the rise of nationalism and separatism within its own borders. Coverage of the Soviet Union, from its creation in 1917 to its collapse in 1991, is included. Ms. Sperling/Offered every other year

**GOVT257 COMPARATIVE COURTS AND LAW/LECTURE, DISCUSSION**

Examines the court systems, legal systems and role of the legal profession in various North American and Western European countries, including Canada, the United States, the United Kingdom, France, Luxembourg and Germany. Comparisons include the concepts of judicial review, constitutionalism and the role of the courts in the broader governmental system. The course will also explore how the European Union and the Canadian Supreme Court will integrate the legal sys-



tem from both the Common Law and Civil Law legal traditions. Mr. Miller/Offered every other year

#### **GOVT258 U.S. SOCIAL POLICY**

How are public policies made? What shapes social policies in the United States? This course will examine the process of making social policy in the United States. After looking at the actors and institutions involved in the policy-making process, we will focus on the development of some of the major areas of U.S. social policy such as social welfare and health policy. Ms. Anne Reisinger

#### **GOVT259 POLITICAL PARTICIPATION IN THE UNITED STATES**

In this class we will consider the different types of political activity in which American citizens engage, evidence regarding changes in Americans' political participation over time, and techniques that have been proposed to increase political participation. We will consider survey research on who participates in different types of activities, considering the role of, among other things, race, gender, education and income. We will then study different types of participation, including voting, interest group membership, jury service, and membership in religious and public service organizations. Mr. Boatright

#### **GOVT260 DEMOCRATIC THEORY/ LECTURE, DISCUSSION**

This course fulfills the political-theory requirement for the government department. It traces the development of democratic theory from its origins in ancient Athens to the present day. We will examine how diverse conceptualizations of democracy address key issues in democratic theory and practice, including the constitution of liberty, equality and political authority; the definition and actualization of citizenship; the proper relationship between the individual and the state; the proper balance between majority and minority rights; and the best means for citizens to participate in democratic government. We will consider each of these key issues through our reading of influential works in the development of democratic theory and our active discussion of these works. This reading and discussion will enable us to broaden both our understanding of the democracy in which we live and our role as citizens within it. Formerly GOVT156. Not open to students with credit for GOVT156. Mr. Posner/Offered every other year

#### **GOVT272 U.S. CONSTITUTIONAL LAW: CIVIL LIBERTIES/LECTURE, DISCUSSION**

Focuses on the historic and contemporary role of the U.S. Supreme Court in interpreting the U.S. Constitution. Includes cases dealing with freedom of religion and speech, privacy, discrimination and equal protection. Students may take GOVT272 and 273 in any order. Mr. Miller/Offered every other year

#### **GOVT273 U.S. CONSTITUTIONAL LAW: GOVERNMENTAL POWERS/LECTURE, DISCUSSION**

Focuses on the historic and contemporary role of the U.S. Supreme Court in interpreting the U.S. Constitution. Includes cases dealing with powers of Congress and the President, federalism and economic rights. Students may take GOVT272 and 273 in any order. Mr. Miller/Offered every other year

#### **GOVT274 THE SUPREME COURT IN AMERICAN SOCIETY/LECTURE, DISCUSSION**

Examines various aspects of the role that the Supreme Court of the United States plays in our system of government and in our broader social order. Examines various topics, such as the role of the Court in producing social change, the jurisprudence of individual justices, and recent trends in the Court's decisions on federalism, administrative law

and statutory interpretation. Also explores the aftermath of the Court's decision in *Bush v. Gore*. Mr. Miller/Offered periodically

#### **GOVT275 GENDER, POLITICS AND DEVELOPMENT IN AFRICA/SEMINAR**

The course examines a range of issues involving questions of gender, politics and development, including gendered political participation at the local and national levels, gendered rights under customary and introduced law, and the role and impact of gender on civil conflict, war and genocide. The course also explores the role of gender in the HIV/AIDS crisis, Structural Adjustment Programs, Islamic Shariah law and female genital cutting. Ms. Grier/Offered periodically

#### **GOVT276 ENVIRONMENTAL LAW/LECTURE, DISCUSSION**

A survey course in environmental law, with special emphasis placed on the practical skills necessary to understand and apply environmental laws and regulations. Topics include the history and development of modern environmental law, basic administrative law principles, water-pollution control, wetlands protection, environmental-impact review, solid- and hazardous-waste management, disposal and site remediation, plus land-use controls and "takings" issues. Covers the major federal environmental statutes and draws upon Massachusetts law for examples of state and municipal initiatives. Staff/Offered every year

#### **GOVT278 GENOCIDE SINCE 1945: EXPLANATIONS AND PREVENTIONS/SEMINAR**

See History 287.

#### **GOVT280 INTERNATIONAL SECURITY/LECTURE, DISCUSSION**

This course examines the causes, conduct and consequences of international conflict. The course examines major theories on the causes of wars and internal conflict, explores the potential for diplomacy and international organizations, and surveys several different types of armed conflicts, such as conventional wars, guerrilla wars, nuclear crises and terrorism. The class then studies several representative contemporary conflicts. Staff/Offered periodically

#### **GOVT281 THE POLITICS OF POLICY IMPLEMENTATION/ SEMINAR**

Explores, in-depth, the philosophical, legal, political and organizational challenges of implementing public policy and enforcing public law. Focuses specifically on the political and managerial challenges administrative agencies face. Students confront implementation dilemmas through case studies and research on agencies and policies. Prerequisite: GOVT154 or permission of instructor. Mr. Cook/Offered every other year

#### **GOVT282 HOUSING POLICIES AND POLITICS/ SEMINAR**

Focuses on social, economic and political factors that shape the federal government's housing policies and their implementation by local governments in metropolitan areas of the United States. Explores the myths and realities of public housing, urban renewal, gentrification, linkage, homelessness, redlining, exclusionary zoning, and racial and gender discrimination in housing. Ms. Krefetz/Offered every other year

#### **GOVT284 THE VIETNAM WAR/LECTURE, DISCUSSION**

See History 286.

#### **GOVT286 ADVANCED TOPICS IN COMPARATIVE POLITICS/SEMINAR**

Focus changes each year depending on faculty interest. Has focused on "International Feminist Thinking" and "Politics of Nationalism." Open to juniors, seniors and graduate students. Can be taken twice. Mr. Posner, Ms. Grier, Ms. Sperling/Offered every year



**GOVT289 ADVANCED TOPICS IN INTERNATIONAL RELATIONS/SEMINAR**

Focus changes with each offering, depending on faculty interest. Recent topic: development, underdevelopment and the causes of internal conflict. Open to juniors and seniors. Staff/Offered every year

**GOVT290 INTER-AMERICAN RELATIONS/SEMINAR**

This course examines the historical and contemporary relations between the United States and Latin-American countries. After a brief historical overview of U.S. foreign policy toward Latin America, we will explore various themes central to U.S.-Latin American relations. Topics include the impact of U.S. hegemonic rule; revolutionary challenges to U.S. hegemony; economic relations, including Dollar Diplomacy and NAFTA; defending national security, democracy and human rights; the "war on drugs"; and the Latin Americanization of the United States. While we will seek a deeper understanding of common patterns in U.S.-Latin American relations, the course will also emphasize the uniqueness of national experiences. Mr. Posner/Offered every other year

**GOVT291 LAWYERS AND POLITICS/SEMINAR**

Examines the role played by lawyers in American politics. Topics include lawyers in private practice, lawyers in legislatures, lawyers as judges, lawyers as lobbyists, government-agency lawyers and academic lawyers. Mr. Miller/Offered every other year

**GOVT293 CONSTITUTIONAL DEMOCRACY/SEMINAR**

Writing a constitution means creating a people. It is at once a very conservative and a very daring undertaking. It is also the most fundamental of political acts. What considerations are within the purview of the constitution maker? What consequences follow from founding choices? Through analyses of the constitutions and constitutional foundations of the United States, India and South Africa, and through original student research, we will confront these questions and the complexities of blending constitutionalism and democracy. Prerequisites: GOVT050, or permission of instructor. Limited to juniors and seniors. Mr. Cook/ Offered periodically

**GOVT295 SEM: ALTERED STATES**

How does globalization affect democracy? As economics, politics, military action and social-change movements have become increasingly transnational, have state leaders become less accountable to their populations, and are they under little pressure to build liberal democratic institutions? Or has the increasingly global system been good for democratic state-building? Have transnational forces successfully pressured states to observe human rights and fight against corruption? Do they encourage state leaders to build accountable economic and legal institutions? We will examine a variety of states and their struggles to consolidate liberal democracies, including: Sierra Leone, Cambodia and Russia. Ms. Sperling/Offered periodically

**GOVT296 ADVANCED TOPICS IN AMERICAN POLITICS/SEMINAR**

Focus changes with each offering, depending on faculty interest. A past topic was "Politics of Rich and Poor." Open to juniors and seniors. Staff/Offered periodically

**GOVT297 HONOR THESIS****GOVT298 INTERNSHIP****GOVT299 INDEPENDENT STUDY****IDCE30253 INTERNATIONAL POLITICAL ECONOMY**

See Government and International Relations 226.

**IDCE317 ADVANCED TOPICS IN INTERNATIONAL RELATIONS/SEMINAR**

See Government and International Relations 289.

**IDCE319 POLITICS AND DEVELOPMENT IN SOUTHERN AFRICA/SEMINAR**

See Government and International Relations 219.

**IDCE320 CHILD LABOR GLOBALIZATION/SEMINAR**

See Government and International Relations 218.

**IDCE326 GLOBAL POLITICS OF DEVELOPMENT/LECTURE, DISCUSSION**

See Government and International Relations 227.

**IDCE340 HUMAN RIGHTS AND INTERNATIONAL POLITICS/LECTURE, DISCUSSION**

See Government and International Relations 240.

**IDCE386 ADVANCED TOPICS IN COMPARATIVE POLITICS/SEMINAR**

See Government and International Relations 286.

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**HISTORY**
**Program Faculty**

Janette T. Greenwood, Ph.D., *Chair*

Debórah Dwork, Ph.D.

Willem Klooster, Ph.D.

Thomas Kuehne, Ph.D.

Nina Kushner, Ph.D.

Douglas Little, Ph.D.

Drew McCoy, Ph.D.

Simon Payaslian, Ph.D.

Amy Richter, Ph.D.

Paul Ropp, Ph.D.

**Adjunct Faculty**

John Brown, Ph.D.

Paul Burke, Ph.D.

Richard Ford, Ph.D.

Everett Fox, Ph.D.

Beverly C. Grier, Ph.D.

George Lane, M.A.

Thomas Massey, Ph.D.

**Affiliate Faculty**

Robert Dykstra, Ph.D.

Jack Larkin, M.A.

Diane Roazen, Ph.D.

Alden Vaughan, Ph.D.

**Emeriti Faculty**

George A. Billias, Ph.D.

Daniel Borg, Ph.D.

Paul Lucas, Ph.D.

**Program Overview**

The History Department offers a traditional major, a minor, and elective courses for nonmajors. Undergraduate majors must choose one of three areas of geographic specialization—United States, European or global history. These specializations may be linked to course work in interdisciplinary concentrations such as Asian studies, Holocaust studies or women's studies. The History Department also offers a general track within the major for those seeking certification in elementary education.

The major exposes students to different fields of knowledge, offering training in critical thinking; the accumulation, organization and analysis of information; and clear and concise writing. The major provides an excellent background for graduate school, teaching, careers in law, government, journalism, international affairs, museum, library and archival work, and business. With courses on every major geographical area of the world, and with conceptual approaches ranging from political and diplomatic to social, intellectual and cultural, the History Department offers a rich and diverse curriculum.

The department also participates in Clark's Higgins School of Humanities, allowing students to enjoy the support and benefits of the school.

## Major Requirements

All history majors must take 10 history courses and two related non-history courses distributed as follows:

1. HIST120 Writing History, preferably before the junior year.
2. Five courses inside their geographic area of specialization. Of these five courses, at least three must be at the 200 level and at least one must be a seminar or a proseminar.
3. At least one course in each of the two geographic areas different from their own area of specialization. (For example, a student specializing in European history would need to take at least one U.S. and one global-history course). At least one of these two courses must be at the 200 level.
4. At least one course, either inside or outside their area of specialization, devoted primarily to the period before 1800. An up-to-date list of courses that meets this requirement may be found in the History Department Handbook.
5. A capstone course during the senior year. This requirement may be fulfilled by writing an honors thesis, or (with the permission of the chair and instructor) by taking a research seminar or directed-research course in the student's area of specialization. The capstone requirement cannot be met by any course used to meet conditions one through four.
6. Two courses outside history in fields related to the student's area of specialization. These courses must be approved in advance by the student's history adviser and must be taken after the student has declared herself or himself to be a history major.

Majors select an adviser from the history faculty and they consult regularly, especially before registering each semester. The student and adviser design a coherent sequence of courses, and choose nonhistory courses that enhance the area of concentration. They also can make decisions about advanced research courses and enrollment in the departmental honors program.

## General Track for Elementary Education Certification

This track may be taken by any student who is preparing to become certified to teach in Massachusetts at the elementary level and is available only to those students who are completing the education program in elementary education. Like the regular history major, the general track also requires 10 courses in history and two courses outside of history. The requirements for the general track are as follows:

EDUC283 Ways of Knowing: Social Science  
HIST120 Writing History  
HIST011 Survey of U.S. History to 1865

HIST012 Survey of U.S. History Since 1865

HIST070 Our European Roots I (Western Civ. To 1600)

HIST071 Our European Roots II (Western Civ. Since 1600)

- One thematic course in each of three areas (1) U.S. history; (2) European history; and (3) non-Western history. Two must be at the 200 level and at least one must be a proseminar or seminar to be taken junior year.
- Capstone requirement completed during the student-teaching practicum, under the supervision of the student's clinical faculty adviser in the Education Department and the student's adviser in the History Department.
- One course in American literature
- One course in European or non-Western literature

## Honors Program

The honors program provides advanced courses for outstanding history majors, especially for aspiring professional historians. The program is appropriate for any career requiring resourcefulness and analytical and writing skills. Completion of the Honors Program is also one of the requirements for admission to the department's accelerated degree program. Students enter the program by taking a prehonors seminar or proseminar. Admission into the honors program is contingent upon the completion of a prehonors seminar and upon evidence of outstanding work in other history courses. Building on the prehonors course, students write an extensive research thesis (two course credits) under the adviser's supervision. Seniors take a directed-reading course (one course credit) related to their thesis topic. The program culminates with an oral defense of the student's thesis. The honors committee includes the student's thesis adviser and one other department member. If the committee finds the thesis or examination unsatisfactory, the student receives credit for directed readings/research.

## The Prehonors Seminar or Proseminar

To enroll in the honors program, students must take one of the department's seminars or proseminars that emphasize the development of research, analytical and writing skills. A significant part of these courses is devoted to the writing and revising of research papers. Students should consult with their advisers or the department chair in selecting a course that satisfies the prehonors requirement. This course is normally taken during the junior year.

## History Minor

Students who wish to obtain an undergraduate minor in history must meet the following requirements: a minimum of six history courses, at least three at the 200 level, and no more than four in any one geographical area. At least one of the six courses must be a seminar or a proseminar.

## Teacher Certification

Students may receive certification to teach high-school history in Massachusetts and perhaps other states. Interested students should speak to the department chair.

## Accelerated Degree Program

History offers an accelerated B.A./Master's degree program to eligible students. For more information, visit <http://www.clarku.edu/accelerate>.



## Graduate Program

The department offers graduate programs in two areas: United States History, and, within European history, two possible tracks in Holocaust History and Genocide Studies. Both of these areas of study are augmented by instruction in non-Western areas. The department has particular depth in women's history (European, American, and Chinese), American diplomatic history, and Holocaust and genocide history. Our close ties with the American Antiquarian Society and Old Sturbridge Village in Sturbridge are wonderful assets for graduate students in United States history.

Graduate course work includes reading seminars (colloquia), research seminars, and individual tutorials for both reading and research purposes. Graduate students may also register in upper-division undergraduate courses at a graduate level that requires more intensive work. First- and second-year students in the doctoral program take three courses each semester, one of which must be expressly devoted to the production of a research paper. Faculty advisers help incoming students design their programs, which may include courses in other departments or colleges in the Worcester Consortium.

## Graduate Requirements

Because of our limited size, the department offers a terminal M.A. only through the Accelerated B.A./M.A. Program, limited to qualified Clark undergraduate history majors. For more specific information regarding the application process and requirements, please contact the Clark History Department.

## Doctoral Program

The doctorate enables students to master the discipline of history through research, reading and teaching. In addition to meeting the 12-course requirements outlined above, a student who enters without an M.A. degree usually spends at least two full-time years at Clark, must satisfy the language requirement, teach at the college level, pass the preliminary examination and write a doctoral dissertation within seven years of matriculation. (Residency for part-time Ph.D. students is defined in terms of courses taken.)

Students concentrating in United States history must pass an examination in one foreign language, normally French, German, Spanish or Russian. Those specializing in Holocaust and Genocide Studies must pass examinations in two foreign languages, normally French and German. An examiner in each language determines if the student is proficient enough to use the language as a research tool. All language requirements must be satisfied before the preliminary oral examination is scheduled.

At the end of the first year, there is a required one-hour oral exam based on the first year's course work whether or not students have an M.A.

Some teaching experience at the college level is desirable for the Ph.D. degree. Students normally meet this requirement in their second and third years as teaching assistants.

New students, with their advisers, devise an appropriate plan of preparation for their doctoral qualifying examination, which is normally taken before the end of their third year.

Examination details are in the History Department Graduate Program Handbook. The exam constitutes the preliminary examination required by the Graduate Board. Students who pass may, upon request, receive the master of arts.

Students are advised to consider dissertation topics during their years of residence and to choose a possible dissertation adviser as soon

as possible. The process of writing a dissertation is outlined in Format Regulations for Theses, Dissertations, and Research Papers at Clark University, which may be obtained from the thesis format adviser in the Graduate School Office.

## History Course Listing by Fields of Specialization

### Method and Theory

HIST120 Writing History

### U.S. History

GOVT245 Americans, Israelis and Arabs  
GOVT246 The United States and the Persian Gulf  
GOVT272 U.S. Constitutional Law: Civil Liberties  
GOVT273 U.S. Constitutional Law: Government Powers  
HIST011 Survey of U.S. History to 1865  
HIST012 Survey of U.S. History since 1865  
HIST016 Race and Ethnicity in American History  
HIST021 Voices from Slavery/First-Year Seminar  
HIST036 The Strange World of Thomas Jefferson/First-Year Seminar  
HIST037 19th-Century America through Women's Eyes/First-Year Seminar  
HIST111 Introduction to Women's Studies  
HIST113 Urban Landscapes: The City in American History from Colonial to Modern Times  
HIST145 U.S. History through the Novel  
HIST201 Era of the American Revolution  
HIST202 The Early American Republic  
HIST203 Seminar in U.S. Urban History: Colonial—Modern Period  
HIST204 Special Topics in U.S. History  
HIST207 Historical Explorations  
HIST210 Research Seminar in Early American History  
HIST211 American Consumer Culture  
HIST212 History of Sexuality: 1750 to the Present  
HIST213 Gender and the City in the United States  
HIST214 The American Civil War  
HIST215 The Age of Lincoln/Proseminar  
HIST216 American History in Comparative Perspective/Proseminar  
HIST217 Reconstruction: America After the Civil War, 1865-1877/Research Seminar  
HIST219 History of American Women  
HIST222 History of the South  
HIST223 The Civil Rights Movement  
HIST224 History of African-American Women/Seminar  
HIST231 America in the Gilded Age, 1877-1900/Proseminar  
HIST243 American Antiquarian Society/Seminar in American Studies  
HIST287 Advanced Topics in International Relations/Seminar

### European History

CLAS157 The Age of Nero  
CLAS262 Jews and Christians in the Ancient World  
CLAS267 Religious Experience in the Ancient World  
GOVT256 Corruption, Crime and Chaos in Contemporary Russia  
GOVT280 Soviet Foreign Policy  
HIST070 Our European Roots: Western Civilization from the Ancient Hebrews through the Renaissance and Reformation

HIST071 Our European Roots: Western Civilization from the 17th Century to the Present  
 HIST110 Early Modern Europe  
 HIST115 Authority and Democracy: The History of Modern Central Europe  
 HIST142 Central Europe in the "Long" 19th Century (1756-1914)  
 HIST174 The Jewish Experience  
 HIST175 The History of the Holocaust to 1933  
 HIST205 Renaissance and Reformation  
 HIST229 Women in European History  
 HIST230 Armenian Genocide  
 HIST234 Racial Thought and Body Politics in Modern Europe (1500-2000)/Seminar  
 HIST236 Gender, War and Holocaust Germany, 1914-1960/Seminar  
 HIST252 The British Empire  
 HIST259 Modern Germany  
 HIST260 Rescue and Resistance during the Holocaust/Seminar  
 HIST261 Jewish Children in Nazi-Occupied Europe/Seminar  
 HIST265 Life and Death in the City: Occupied Europe, 1939-1945/Seminar  
 HIST266 Refugees/Seminar  
 HIST268 Special Topics: The Holocaust: Issues and Controversies/Seminar  
 HIST273 Life Under German Occupation/ Seminar  
 HIST274 The Fate of the Shtetl During the Holocaust/Seminar  
 HIST276 Modern Jewish History and Thought  
 HIST284 The Holocaust and Its Aftermath: 1933-Present  
 JS117 Introduction to Hebrew Bible: Narrative and Law

### **Global History**

GOVT178 South Africa: History and Contemporary Politics  
 HIST033 Confucianism, Daoism Buddhism: Cultural Heritage of China/First-Year Seminar  
 HIST062 War and Peace in the Middle East/ First-Year Seminar  
 HIST077 Introduction to Latin-American Civilization  
 HIST080 Introduction to Modern Asia  
 HIST084 Japanese Civilization  
 HIST135 History of Armenia  
 HIST152 Jews in Early Modern Europe and Colonial America  
 HIST162 The History of the Modern Middle East  
 HIST181 Chinese Civilization  
 HIST182 Modern China  
 HIST184 Modern Japan  
 HIST226 Comparative Colonialism/Seminar  
 HIST227 The Caribbean in the Era of Slavery  
 HIST233 Confucianism, Daoism, Buddhism: Intellectual History of China  
 HIST235 The Atlantic World  
 HIST241 History of International Human Rights  
 HIST242 History of Nationalism  
 HIST248 History of the Middle East/Seminar  
 HIST254 The Age of Atlantic Revolutions  
 HIST275 20th-Century Latin America/ Proseminar  
 HIST279 Late Imperial China  
 HIST281 The People's Republic of China  
 HIST282 Chinese Women in Literature and Society  
 HIST286 The Vietnam War

HIST288 Seminar in Chinese History  
 JS150 Jerusalem in History and Imagination  
 JS277 The History of Zionism in Israel/Seminar  
 SOC130 Genocide

### **Courses**

**CLAS111 ROMAN ART AND ARCHITECTURE/LECTURE, DISCUSSION**  
 See Classics 111.

**CLAS262 JEWS AND CHRISTIANS IN THE ANCIENT WORLD**  
 See Classics 262.

**CLAS267 RELIGIOUS EXPERIENCE IN THE ANCIENT WORLD/LECTURE, DISCUSSION**  
 See Classics 267.

**GOVT245 AMERICANS, ISRAELIS AND ARABS/LECTURE, DISCUSSION**  
 See Government and International Relations 245.

**GOVT256 CORRUPTION, CRIME AND CHAOS IN CONTEMPORARY RUSSIA**  
 See Government and International Relations 256.

**GOVT280 INTERNATIONAL SECURITY/LECTURE, DISCUSSION**  
 See Government and International Relations 280.

**HIST011 SURVEY OF U.S. HISTORY TO 1865/LECTURE, DISCUSSION**  
 A survey of American history from the earliest 17th-century settlements through the end of the Civil War. Introduces students to historical inquiry and stimulates creative inquiry into the origins and character of American civilization. Fulfills the Historical Perspective. Mr. McCoy/Offered every year

**HIST012 SURVEY OF U.S. HISTORY 1865/LECTURE, DISCUSSION**  
 Chronicles the rise of America to world power, focusing on key internal and foreign policy developments and conflict. Private and public life and the diversity of Americans' experiences are highlighted. Attention is given to general political, social, economic and intellectual developments. Fulfills the Historical Perspective. Ms. Richter, Ms. Greenwood/Offered every year

**HIST016 RACE AND ETHNICITY IN AMERICAN HISTORY/LECTURE, DISCUSSION**  
 Explores the influence that racial and ethnic patterns have on American history from colonial times to the present. Largely through first-hand accounts, students will explore the experiences of various ethnic and racial groups in American history. Fulfills the Historical Perspective. Ms. Greenwood/Offered every year

**HIST021 VOICES FROM SLAVERY/FIRST-YEAR SEMINAR**  
 Explores the nature and dynamic of American slavery, largely from first-hand accounts of those who experienced and observed the slave regime of the American South in the 19th century. Designed to introduce students to the historical controversies concerning slavery and to expose students to the primary sources that historians use to understand slavery and the slave regimes. Fulfills the Values Perspective. Ms. Greenwood/Offered periodically

**HIST033 CONFUCIANISM, DAOISM, BUDDHISM: THE CULTURAL HERITAGE OF CHINA/FIRST-YEAR SEMINAR**  
 Explores the three major intellectual traditions of China—Confucianism, Daoism and Buddhism—with special attention to the influence of Confucian, Daoist and Buddhist values on China's cultural and artistic traditions. After reading some of the major early philosophical and religious writings in these three traditions, we will explore the profound impact of Confucian, Daoist and Buddhist values



on Chinese culture, as seen especially in painting, sculpture, poetry and fiction. Fulfills the Aesthetic Perspective. Mr. Ropp/Offered every other year

**HIST036 THE STRANGE WORLD OF THOMAS JEFFERSON/FIRST-YEAR SEMINAR**

Thomas Jefferson is one of the most familiar and increasingly controversial figures in American history. This seminar explores in-depth two related subjects: Jefferson's life and career (with emphasis on the intersection of the public and the private), and the central place of Jefferson's reputation and image in American culture from his time to ours. Students will read widely in recent scholarship on Jefferson as well as in primary sources. Fulfills the Historical Perspective. Mr. McCoy/Offered periodically

**HIST037 19TH-CENTURY AMERICA THROUGH WOMEN'S EYES/FIRST-YEAR SEMINAR**

How is our understanding of the past transformed when we look at it through women's eyes? This seminar explores the major developments of 19th-century American history: industrialization, slavery, westward expansion, immigration, and reform, as captured in women's narrative writings, diaries, letters, autobiographies and autobiographical fiction. Its goals are three-fold: to introduce students to history as a lively scholarly discipline (as opposed to a timeless and fixed story of the past); to familiarize students with the central questions of women's history; and to train students in the reading, analysis and critique of primary sources. What will emerge at the end of our investigation is an understanding of the ways in which the experience and production of history are shaped by gender and, in turn, how the experience and production of gender are shaped by history. Fulfills the Historical Perspective. Ms. Richter/Offered periodically

**HIST062 WAR AND PEACE IN THE MIDDLE EAST/FIRST-YEAR SEMINAR**

Explores the cycle of war and peace in the Middle East during the past 100 years in order to answer three questions: What role has ethnic identity played in prolonging violent conflict in the region, not merely between Arabs and Israelis, but also between Shiite and Sunni Muslims? Have the United States, the Soviet Union and the other great powers served more as peacemakers or troublemakers in the Middle East? To what degree is the contemporary confrontation between America and radical Islam "a clash of civilizations"? Case studies will range from the birth of Israel to the September 11 attacks and their aftermath. Students will write a series of brief essays based on historical and literary documents ranging from the Balfour Declaration to Osama bin Laden's fatwa against the United States. Fulfills the Historical Perspective. First preference for enrollment will be given to students in the International Studies Stream. Others will be admitted on a space available basis. Mr. Little/Offered periodically

**HIST070 OUR EUROPEAN ROOTS: WESTERN CIVILIZATION FROM ANCIENT HEBREWS THROUGH THE RENAISSANCE AND REFORMATION/LECTURE, DISCUSSION**

Outlines developments of Western society and our collective identity. Presents historical angles—cultural, religious, political, military, economic and social—and integrates these analytical approaches into a coherent, popular narrative. The medieval period is emphasized as the root of modern history. HIST070 and 071 are parts of a whole, but either course may be taken without the other. Fulfills the historical perspective. Staff/Offered every year

**HIST071 OUR EUROPEAN ROOTS: WESTERN CIVILIZATION FROM THE 17TH CENTURY TO THE PRESENT/LECTURE, DISCUSSION**

Same goal as HIST070. Covers the military revolution of the 16th century, the bureaucratic and scientific revolutions of the 17th century, the 18th-century Enlightenment, and the political, industrial, intellectual and social revolutions of the 19th and 20th centuries. HIST070 and 071 are parts of a whole, but either course may be taken without the other. Fulfills the historical perspective. Staff/Offered every year

**HIST077 INTRODUCTION TO LATIN-AMERICAN CIVILIZATION/LECTURE, DISCUSSION**

Seeks to introduce the diversity and complexity of the many Latin-American nations and peoples, as well as to emphasize the historic, current and future importance of Latin America to the world. Special emphasis on ancient American civilizations, 16th-century European contact and conquests, society then and now (human rights, poverty, slavery, the many faces of race and identity), political instability, power of the military and foreign intervention. Ms. Roazen/Offered periodically

**HIST080 INTRODUCTION TO MODERN ASIA/LECTURE, DISCUSSION**

Surveys modern historical trends in India, China, Japan, Southeast Asia and Korea. Through political biographies, literary selections and general histories, the course compares native traditions, colonial experiences and postcolonial developments in Asia since roughly 1800. Fulfills the Historical Perspective. Mr. Ropp/Offered every other year

**HIST084 JAPANESE CIVILIZATION/LECTURE, DISCUSSION**

Selected themes in contemporary and historical Japan. Fulfills the Historical Perspective. Staff/Offered periodically

**HIST103 AFRICA AND THE WORLD/LECTURE, DISCUSSION**

See Government and International Relations 103.

**HIST110 EARLY MODERN EUROPE/LECTURE, DISCUSSION**

An introduction to the history of Europe between 1400 and 1800. Students will examine the primary social, economic, religious, political and cultural events of the period and will gain an understanding of the important changes that occurred in the early modern era. Explores the Renaissance, Reformation, development of the state, emergence of capitalism, crisis of the seventeenth century, and French Revolution. Ms. Kushner/Offered every year

**HIST111 INTRODUCTION TO WOMEN'S STUDIES**

In this course we will explore the ways in which ideas about femininity and masculinity have shaped women's lives—locally and globally, in the present and historically—and how some women have challenged, even transformed, those meanings and the social relationships that flow from those two potent ideas. Among the topics that may be considered are: beauty, war, sports, politics, women's movements, sexuality, race, work, violence, fashion, family, globalization, feminism, creativity, religion, media and girlhood. This course will be taught in rotation by one of the following faculty: Prof. Ewing (Sociology), Prof. Richter (History) or Prof. Gale (Foreign Languages and Literatures). This course is open to all students in all majors. No prerequisites.

**HIST113 URBAN LANDSCAPES: THE CITY IN AMERICAN HISTORY FROM COLONIAL TO MODERN TIMES/LECTURE, DISCUSSION**

Examines the urban experience in what is now the United States from its multiethnic colonial origins to its multiracial present. Emphasizes the relationship between the spatial and the sociopolitical organization of the city, from the Salem witch hunts through the Los Angeles riots. Focuses on several case studies, including Worcester and New York City. Fulfills the Historical Perspective. Ms. Richter/Offered every year



**HIST115 AUTHORITY AND DEMOCRACY: THE HISTORY OF MODERN CENTRAL EUROPE/LECTURE, DISCUSSION**

This course serves as an introduction to the political, social and cultural history of the "heart of Europe" from the late-18th century through the end of the 20th century. It is not only concerned with Germany, but also with the various German-speaking regions of Europe and the interaction of the major cultures in that area. The course will start with the collapse of the political and social constitution of the Ancient Regime and the impact of the French Revolution on Central Europe. The course will trace the outbreak of the First World War and the impact it had on society. It will then explore the paradoxes of the "Age of Extremes" (E. Hobsbawm): the rise of a modern mass culture and the radicalization of mass violence during the first half of the century, the collapse of fragile democracies in the 1930s, the stabilization of the Nazi regime, and the organization of the Holocaust. The last part of the course will trace the irregular and unexpected developments toward democracy, peace and civil society since 1945 in a divided Central Europe. The course will conclude with an evaluation of the reunification of Germany and the future role of Germany in Europe. Mr. Kuehne

**HIST117 INTRODUCTION TO THE HEBREW BIBLE I: NARRATIVE AND LAW/LECTURE, DISCUSSION**

See Jewish Studies 117.

**HIST120 WRITING HISTORY/PROSEMINAR**

Introduces students to the discipline of history, with emphasis on the different types of historical writing and on the issues involved in the research and writing of historical studies. Fulfills the Historical Perspective. Mr. Klooster, Ms. Richter/Offered every semester

**HIST130 GENOCIDE/LECTURE, DISCUSSION**

See Sociology 130.

**HIST135 HISTORY OF ARMENIA/LECTURE, DISCUSSION**

Introduces the history of Armenia from antiquity to the modern times. Examines the formation of the Armenian state as an independent entity, the role of the major powers (eg, Byzantium, Persia), and the social and political institutions under the Armenian monarchies (eg, Bagratuni, Cilicia). Covers the history of modern Armenia from the late-18th to the 20th century, including the development of modern Armenian culture and political life in Ottoman and Russian Armenia. The course examines the emergence of the Armenian national movements, the events leading to the genocide, and the creation of the Republic of Armenia, Soviet Armenia, the re-emergence of the Republic of Armenia after the collapse of the Soviet Union, and the current issues confronting the Republic. Mr. Payaslian/Offered every year

**HIST142 CENTRAL EUROPE IN THE LONG 19TH CENTURY (1756-1914) LECTURE/DISCUSSION**

The "heart of Europe"—mainly the territory of today's Germany, Poland, and the former Habsburg Empire—is often seen as crucial for the fate of Europe. The course surveys the political, social, economic, and cultural history of Central Europe in a period which was shaped by struggles between ethnical and religious movements, monarchs and citizens, the bourgeoisie and the working-class, as well as the rise of modern nation-states and imperialism that led to the First World War. Mr. Kuehne/Offered every year

**HIST145 U.S. HISTORY THROUGH THE NOVEL/LECTURE, DISCUSSION**

Introduces American history with a distinctive and unconventional approach, resting on the assumption that we can gain access to the past by reading fiction. Students learn how to approach imaginative literature from an historical perspective and to appreciate the historical insight of writers who were keen observers of aspects of the making of modern America. Fulfills the Historical Perspective. Mr. McCoy/Offered every year

**HIST150 JERUSALEM IN HISTORY AND IMAGINATION/LECTURE, DISCUSSION**  
See Jewish Studies 150.

**HIST152 JEWS IN EARLY MODERN EUROPE AND COLONIAL AMERICA/LECTURE, DISCUSSION**

Between ca. 1400 and ca. 1800, the rights of most European Jews were severely restricted. Their story can only be told if we take into account the actions and measures of "gentiles" vis-a-vis the Jews. Having established what these conditions were, we will direct our attention to Jewish cultural and religious practices. The course starts with late medieval Christian myths and stories about Jews, scapegoating mechanisms and outright persecution. The course will end with the extension of greater freedom to the Jews in the Age of Democratic Revolutions, which made the question of assimilation an important issue. Mr. Klooster/Offered periodically

**HIST153 EUROPE IN THE AGE OF EXTREMES: THE 20TH CENTURY**

This course serves as an introduction into the political, social and cultural history of Europe from the beginning to the end of the 20th century. The survey is concerned with World War I and World War II, and with the nature of postwar stabilization and recovery. It focuses on the rise of dictatorships and the radicalization of mass violence during the first half of the century, as well as on the developments toward democracy, peace and civil society since 1950. The course will conclude with an evaluation of the remaking of Eastern and Western Europe in the 1980s and 1990s, the return of war and genocide to Europe, and present debates on the future of Europe. Mr. Kuehne

**HIST157 THE AGE OF NERO/FIRST-YEAR SEMINAR**

See Classics 157.

**HIST162 THE HISTORY OF THE MODERN MIDDLE EAST/LECTURE, DISCUSSION**

Focuses on Middle Eastern history and society from World War I to the present. Major themes include the collapse of the Ottoman Empire and the emergence of nation-states; colonial rule in the Arab world and the struggle for independence, the Arab-Israeli conflict; the rise of Islamic fundamentalism, and the impact of oil. Fulfills the Historical Perspective. Mr. Little/Offered periodically

**HIST174 THE JEWISH EXPERIENCE/LECTURE, DISCUSSION**

Surveys history of the Jewish community and the development of Judaism from the era of Alexander the Great (c. 325 B.C.E.) to the present. Examines the major political, religious, social and economic trends of each period as they affected the Jewish community and the development of Judaism. Emphasizes elements of change and continuity as well as interaction of the Jewish community with the larger culture and community. Fulfills the Historical Perspective. Mr. Fox/Offered every year

**HIST175 THE HISTORY OF THE HOLOCAUST TO 1933/LECTURE, DISCUSSION**

This course is the first of a two-part course on the history of the Holocaust. It will examine the roots of this cataclysm of western civilization up to the eve of World War II. Formerly numbered HIST278 The History of the Holocaust to 1933. Ms. Dwork/Offered periodically



**HIST178 SOUTH AFRICA: HISTORY AND CONTEMPORARY POLITICS/LECTURE, DISCUSSION**

See Government and International Relations 178.

**HIST181 CHINESE CIVILIZATION/LECTURE, DISCUSSION**

Focuses on Chinese life, institutions and culture from the earliest times through the mid-19th century. Creative literature, philosophical writings and selected primary documents supplement information presented in interpretive texts and lectures. Fulfills the Historical Perspective. Mr. Ropp/Offered every other year

**HIST182 MODERN CHINA/LECTURE, DISCUSSION**

Introduces events, personalities and concepts of importance for understanding China's history from the early-19th century to the present. Readings that present the Chinese view of events supplement interpretative studies by Western scholars. Fulfills the Historical Perspective. Mr. Ropp/Offered every other year

**HIST184 MODERN JAPAN/LECTURE, DISCUSSION**

Examines Japanese political, social, economic, diplomatic and cultural history from approximately 1800 to the present. Focuses on issues arising in the transition of a non-Western culture from a feudal society to a modern political-economic unit. Fulfills the Historical Perspective. Staff/Offered every other year

**HIST201 ERA OF THE AMERICAN REVOLUTION/ LECTURE, DISCUSSION**

Studies the origins, character and consequences of the American Revolution, from the erosion of imperial authority in the 1760s and 1770s to the Constitutional Convention of 1787. Emphasizes relation of ideology and political ideas to social development. Mr. McCoy/Offered every other year

**HIST202 THE EARLY AMERICAN REPUBLIC/LECTURE, DISCUSSION**

Studies formation and testing of the early United States from the adoption of the Constitution through the Jacksonian era. Emphasizes ideology, public policy and the problem of national integration during an age of extraordinary territorial and economic expansion. Mr. McCoy/Offered periodically

**HIST203 U.S. URBAN HISTORY: COLONIAL-MODERN PERIOD/SEMINAR**

Examines the urban experience in what is now the United States from its multiethnic colonial origins to its multiracial present. Emphasizes the relationship between the organization of space in the city and the social and political organization of the city from witch hunts to riots. Staff/Offered periodically

**HIST204 SPECIAL TOPICS IN U.S. HISTORY: INTERPRETATIONS OF AMERICAN HISTORY/ PROSEMINAR**

Content varies with the interest of the instructor. A colloquium that takes a broadly conceptual and historiographical approach to the literature of American history. Permission of the instructor is required. Mr. McCoy, Ms. Greenwood/Offered periodically

**HIST205 RENAISSANCE AND REFORMATION/LECTURE, DISCUSSION**

Charts the course of European history from ca.1300 to 1600. Reviews the devastation caused by the plague and examines the rise of the city-states in Italy. Deals with successful reformers (Luther, Zwingli, and Calvin), as well as the more short-lived radical currents such as the Anabaptists of Munster, who declared property to be in common, outlawed the use of money, and made polygamy compulsory. The course will also introduce the Spanish Inquisition and discuss everyday violence between Calvinists and Catholics in France. Mr. Klooster/Offered every other year

**HIST206 AFRICANS IN THE AMERICAS, 1500-1888/LECTURE, DISCUSSION**

The European enslavement of Africans in the early modern period was closely connected to the colonization of the New World. Although slavery was their condition, this course presents Africans as more than just bonded workers. The transformations of their identities, ethnicities, religions and gender roles are key to understand the lives of African-Americans. The African experience will be studied in a hemispheric framework that routinely compares structures and events throughout the Americas. The focus will be on African agency, from the African impact on the transatlantic slave trade, via the cultural practices that slaves transferred from their homelands, to African assertiveness in the New World as expressed in protest and marronage. Mr. Klooster/Offered periodically

**HIST207 EXPLORATIONS IN HISTORY: RURAL NEW ENGLAND IN THE 19TH CENTURY**

Focusing on a single region, this course will offer students several different thematic perspectives for exploring its history: life and death (demography); landscape and environment; work and technology; families and houses; schooling, literature and reading; patterns of community; material life; ritual and belief. It will alternate sessions between the classroom setting and Old Sturbridge Village, where the museum's exhibits and collections will be part of the educational environment. It will seek to provide a variety of learning experiences while remaining firmly anchored in primary sources and historical scholarship. Mr. Larkin

**HIST209 AMERICA IN OUR TIME: THE UNITED STATES SINCE 1968/LECTURE, DISCUSSION**

Examines the recent American past from Watergate through Generation X. Utilizes film and video to acquaint students with figures ranging from Elvis Presley and Richard Nixon to Ronald Reagan and Anita Hill. Major themes include the death and rebirth of the affluent society, the persistence of ethnic and racial conflict, and the waning of the Cold War. Staff/Offered periodically

**HIST210 RESEARCH SEMINAR IN EARLY AMERICAN HISTORY/SEMINAR**

A combination of individual and collective endeavors. Focuses on historical research and writing. Students research a topic in early American history through the Civil War. Permission of the instructor is required. Mr. McCoy/Offered periodically

**HIST211 AMERICAN CONSUMER CULTURE/SEMINAR**

Investigates the nature and meaning of the consumer experience in American history. Draws upon studies of advertising, domestic life and urban institutions, and examines the varied ways in which historians have defined and interpreted the importance of consumption within American life. Introduces students to the process of primary historical research. Ms. Richter/Offered periodically

**HIST212 HISTORY OF SEXUALITY: 1750 TO THE PRESENT/LECTURE, DISCUSSION**

Covers the history of sexuality from the Enlightenment to the present focusing on Western Europe. Students will examine how different societies in different times determined what was licit and what was illicit sexual behavior. Considers the efforts of governments, religious bodies, moralists, the medical profession and interest groups to regulate, repress or indeed encourage certain behaviors and attitudes. Specific topics include marriage, prostitution, birth control, the emergence of homosexual subcultures, and sexuality as identity. Ms. Kushner/Offered every other year



**HIST213 GENDER AND THE CITY IN THE UNITED STATES/SEMINAR**

Focusing on the 19th and 20th centuries, examines where urban life for men and women diverged and where it met. Readings on men, women and urban space, reform movements, utopian ideals and other topics are followed by student research projects using local resources. Ms. Richter/Offered periodically

**HIST214 THE AMERICAN CIVIL WAR/LECTURE, DISCUSSION**

Examines events and trends precipitating the single greatest crisis in American history, the Civil War of 1861-65. Includes consideration of the behavior and experience of Americans during the war itself.

Mr. McCoy/Offered every other year

**HIST215 THE AGE OF LINCOLN/PROSEMINAR**

A reading, discussion and research course focusing on an extraordinary individual and his times. Emphasizes biography and the relationship between the private and the public in Abraham Lincoln's life, which becomes the vehicle for better understanding the distinctive problems and concerns of American society, culture and politics from approximately 1815 through the end of the Civil War. Mr. McCoy/ Offered every other year

**HIST216 AMERICAN HISTORY IN COMPARATIVE PERSPECTIVE/PROSEMINAR**

Content and topics vary with instructor's interests. A reading and discussion course exploring the advantages of taking a comparative approach to selected key themes and issues in the history of the United States. Permission of the instructor is required. Staff/Offered periodically

**HIST217 RECONSTRUCTION: AMERICA AFTER THE CIVIL WAR, 1865-1877/SEMINAR**

Examines American history in the post-Civil War period, from 1865 to 1877, a period of national redefinition and political and social experimentation. Explores how Americans struggled with the consequences of the Civil War and emancipation. Grounds students in the historical literature of the Reconstruction era while emphasizing original student research in local sources. Ms. Greenwood/Offered periodically

**HIST219 HISTORY OF AMERICAN WOMEN/LECTURE, DISCUSSION**

Examines female experience in the United States, focusing on issues of power, race, ethnicity and class, and on concepts of work, family and gender, with their ramifications for the world of both sexes. Fulfills the Historical Perspective. Ms. Richter/Offered every year

**HIST222 HISTORY OF THE SOUTH/LECTURE, DISCUSSION**

Explores the history of the South from the colonial period to the present, focusing on how the South developed as a distinctive region of the United States. Examines development of slavery; impact of slavery on the economy, politics and culture of the South; race, class and gender in the Old and New South; myth and reality of the New South; the South in the 20th century. Ms. Greenwood/Offered periodically

**HIST223 THE CIVIL RIGHTS MOVEMENT/LECTURE, DISCUSSION**

Examines roots and evolution of the civil-rights movement from the 1930s to the present. Includes civil rights as a grassroots movement; the New Deal, World War II and civil rights; emergence of Martin Luther King; women and the civil-rights movement; black power; the disintegration of the movement; the meaning of civil rights today. Ms. Greenwood/Offered every other year

**HIST226 COMPARATIVE COLONIALISM/SEMINAR**

Seeks to examine the ways in which Spanish, Dutch and English societies evolved in the New World from 1492 to 1824. Topics include the motives and backgrounds of settlers, encounters with natives, syn-

cretism, the search for crops and precious metals, contacts with the mother countries, the contributions of Africans, and the revolutions that made an end to the mainland empires. Mr. Klooster/Offered periodically

**HIST227 THE CARIBBEAN IN THE ERA OF SLAVERY, 1492-1886/LECTURE, DISCUSSION**

The first encounters between Europeans and Indians occurred in the Caribbean. Spanish arms, germs and labor demands dramatically reduced the numbers of natives, while changing their world beyond recognition. A second profound transformation took place in the 17th century, when other European powers moved into the area. From an economic backwater, the Caribbean became an economic laboratory, the site of a profoundly capitalist transformation. A new demographic environment was created as the coexistence of European and native peoples gave way to a population of large groups of African slaves and European indentured servants and wage laborers. This course will follow the tensions among colonial powers, between slaves and masters, and between colonies and metropolises through the eradication of slavery. Mr. Klooster/Offered every other year

**HIST229 WOMEN IN EUROPEAN HISTORY/LECTURE, DISCUSSION**

Examine the history of European women up to 1800. Topics will include premodern ideas about women and gender; women's role in and relationship to religion; women's work; women's position within the household; comparisons between rural and urban women, and among elite, middle-class and peasant women; the effect of marital status on single, married and widowed women; the effects of major historical changes such as the Reformation and the rise of capitalism on women; and the emergence of movements for women's rights.

Ms. Kushner/Offered periodically

**HIST230 ARMENIAN GENOCIDE/SEMINAR**

Examines the various dimensions of the Armenian Genocide, through scholarly analyses, survivor narratives, journalistic accounts and other resources. Through the course, students develop a detailed understanding of the actual events of the genocide, its social and political causes, and its immediate and long-term impact on individual Armenians and the Armenian nation generally. Students will also treat in-depth the initial external response to the genocide, its political and legal aftermath, and the significant effort still made by the Turkish successor state to deny that the genocide occurred. Mr. Payaslian/Offered periodically

**HIST231 AMERICA IN THE GILDED AGE, 1877-1900/ PROSEMINAR**

Focuses on a volatile period of American history, the Gilded Age, 1877 to the turn of the century. Examines Gilded Age society, culture, economy and politics. Includes immigration and urbanization, industry and labor relations, family life and agrarian movements. Ms. Greenwood/Offered periodically

**HIST233 CONFUCIANISM, DAOISM, BUDDHISM: INTELLECTUAL HISTORY OF CHINA/LECTURE, DISCUSSION**

Explores the three major intellectual traditions of China, with special emphasis on the ethical values of each tradition and their historical and contemporary relevance. Fulfills the Values Perspective. Not open to students who have taken the first-year seminar, HIST033. Mr. Ropp/Offered periodically

**HIST234 RACIAL THOUGHT AND BODY POLITICS IN MODERN EUROPE (1500-2000)/SEMINAR**

The category of "race" has been used since about 1500—when Europe's Renaissance met with the exploration of "other" human beings in different continents—to naturalize inequality among groups



of people based on certain ideas of their bodies. The seminar focuses on the scientific foundation of modern racism in the Enlightenment, the origins of the cult of health and beauty at about 1900, and the globalization of western body ideals until now. Mr. Kuehne/Offered periodically

**HIST235 THE ATLANTIC WORLD/LECTURE, DISCUSSION**

A course that deliberately moves away from the traditional focus on nation-states and continents, concentrating instead on the Atlantic world that was created in the wake of the Portuguese explorations and Columbus' voyages. The emphasis will be on the flow of people, commodities, germs, and ideas between the Old World (Europe and Africa) and the New. Mr. Klooster/Offered every year

**HIST236 GENDER, WAR AND HOLOCAUST GERMANY, 1914-1960/SEMINAR**

Analyzes America's rise to globalism from World War II through the Cold War and beyond, focusing on key policymakers like FDR, JFK, Henry Kissinger and Bill Clinton. Topics include the atomic bomb, the CIA, the Vietnam War and the Arab-Israeli conflict. Special emphasis on the dilemmas of the 1990s—the Gulf War, Bosnia and economic rivalry with Japan. Staff. Offered periodically

**HIST238 U.S. FOREIGN POLICY/LECTURE, DISCUSSION**

Analyzes America's rise to globalism from World War II through the Cold War and beyond, focusing on key policymakers like FDR, JFK, Henry Kissinger and Bill Clinton. Topics include the atomic bomb, the CIA, the Vietnam War and the Arab-Israeli conflict. Special emphasis on the dilemmas of the 1990s—the Gulf War, Bosnia and economic rivalry with Japan. Formerly titled U.S. Foreign Relations since 1914. Staff/Offered every other year

**HIST239 U.S. CONSTITUTIONAL LAW: CIVIL LIBERTIES/LECTURE, DISCUSSION**  
See Government and International Relations 272.

**HIST240 U.S. CONSTITUTIONAL LAW: GOVERNMENTAL POWERS/LECTURE, DISCUSSION**

See Government and International Relations 273.

**HIST241 HISTORY OF INTERNATIONAL HUMAN RIGHTS/LECTURE, DISCUSSION**

This course will introduce the student to one of the most fundamental issues in the evolution of societies: human rights. Examines the various conceptions of personal rights since the ancient times. Issues related to the promotion and protection of human rights as premised on the fundamental principles of basic human dignity and individual rights are explored. Examines also the emergence of domestic human rights and the relationship between just society and political legitimacy. Mr. Payaslian/Offered periodically

**HIST242 HISTORY OF NATIONALISM/LECTURE, DISCUSSION**

Reviews the history of nationalism from the Enlightenment to the French Revolution and the Napoleonic Wars, the rise of nationalism in the 19th century, national integration, right-wing nationalism, and nationalism between the First World War and the Second World War, the liberation movements in the 20th century and the revival of nationalism in the late 20th century. It pays special attention to the role of ethnicity and religion, the hostilities generated by the more virulent forms of nationalism, the destructive consequences of such movements for ethnic and religious communities and the phenomenon of genocide. Mr. Payaslian/Offered every other year

**HIST243 AMERICAN ANTIQUARIAN SOCIETY SEMINAR IN AMERICAN STUDIES/SEMINAR**

Given at the American Antiquarian Society (about two miles from Clark); students conduct original research in the society's unique holdings. Students apply in the spring through Professor Klooster. American Antiquarian Society. Mr. Klooster/Offered every year

**HIST246 THE UNITED STATES AND THE PERSIAN GULF/LECTURE, DISCUSSION**  
See Government and International Relations 246.

**HIST248 HISTORY OF THE MIDDLE EAST/SEMINAR**

Introduces students to one of the most critical regions of the world – the Middle East. Examines the different legacies from the past. Looks at the role of outside powers and their impact of modernization and economic development and the problems associated with nation-building and state-building. Examines the nature and causes of the various conflicts in the region, especially the Israeli-Palestinian conflict and the role of international organizations and the prospects for conflict resolution. The course is concluded by reviewing some of the major events in recent years (i.e The Gulf War, 9/11), as well as efforts toward greater regional cooperation. Mr. Payaslian/Offered periodically

**HIST252 THE BRITISH EMPIRE/LECTURE, DISCUSSION**

Reviews the evolution of the British Empire from the 18th century to the 1960s and 1970s. Four major topics are examined: the rise of the British Empire and key elements contributing to imperial expansion: the American Revolution and its impact on British colonial policy; British imperial expansion in Africa and Asia and problems of colonial administration and stability; and evolution from empire to commonwealth. Mr. Payaslian/Offered periodically

**HIST253 20TH-CENTURY EUROPE/LECTURE, DISCUSSION**

Deals with Europe in the 20th century and focuses on some of the key social, political and cultural developments in what turned out to be the most disturbing chapter in Europe's long history. Staff/Offered every year

**HIST254 THE AGE OF ATLANTIC REVOLUTIONS/SEMINAR**

The half-century after 1776 was a period marked by the violent pursuit of political liberty and economic opportunity on both sides of the Atlantic. In North America, the Thirteen Colonies were transformed into the United States of America informed by an Enlightenment ideology of rationalism, secularism and democracy, which had long been cultivated in Europe. Tapping the same sources, the French rebels soon saw their revolution degenerate into a bloody spectacle. Another consequence of the French Revolution was the rebellion in the Caribbean colony of St. Domingue, in the course of which slavery was abolished and independence achieved. Mr. Klooster/Offered every other year

**HIST259 MODERN GERMANY/LECTURE, DISCUSSION**

Examines key cultural, social and political developments in Germany from the early-19th century, with emphasis on Bismarck's Germany, the era of the first World War, the Revolution of 1918-19 and the Weimar Republic. This is the first of a two-part course on the history of modern Germany. It also provides an introduction to the Nazi period, though this turbulent and tragic time is studied in-depth in the second semester course. Formerly titled Modern Germany. Mr. Kuehne/Offered every other year

**HIST260 RESCUE AND RESISTANCE DURING THE HOLOCAUST/SEMINAR**

Investigates rescue and resistance activities during the second World War. Our aim will be to come to a critical understanding of what we mean by "rescue" and "resistance," and to analyze how these undertak-



ings were organized, who participated in them and why people felt compelled to do so. Looks at the role and function (if any) of age, gender, degree of religious observance, political affiliation and social class in our attempts to understand not only what activities were undertaken, but the motivation for such actions. Ms. Dwork/Offered periodically

**HIST261 JEWISH CHILDREN IN NAZI-OCCUPIED EUROPE/SEMINAR**

Jewish children had many different types of living experiences during the war years. The purpose of this course is to study the lives of European Jewish children during and after the occupation years. Studying the youngest and most vulnerable members of society, students will learn about the children themselves and about the adults who framed and shaped their lives. Ms. Dwork/Offered periodically

**HIST265 LIFE AND DEATH IN THE CITY: OCCUPIED EUROPE, 1939-1945/SEMINAR**

Examines the daily lives of ordinary people — gentile and Jewish — in the cities of occupied Europe during WWII. Ms. Dwork, Ms. Pritchard/ Offered periodically

**HIST266 REFUGEES/SEMINAR**

The aim of this course will be to investigate and analyze the history of the "Refugee Question" in Europe and America, and to explore the impact of these international and national debates on the lives of the asylum seekers. Ms. Dwork/Offered periodically

**HIST268 THE HOLOCAUST: ISSUES AND CONTROVERSIES/SEMINAR**

This course explores the main scholarly and public controversies on Holocaust and Nazi War, such as the debate on Daniel Goldhagen's bestseller "Hitler's Willing Executioners" and Christopher Browning's pathbreaking book on "normal men." It examines the controversy of the role of the German "Wehrmacht" in Hitler's War of Extermination, and it asks for the role of Hitler, Himmler and regional rulers during the process that led to the "final solution." Furthermore, the course revolves around debates on social structures of the concentration camps and the interaction of perpetrators and victims. Another problem to be discussed in this course refers to the impact of gender into war and Holocaust. Not least, the course deals with debates on various representations of the Holocaust in movies ("Schindler's List," "Rosenstrasse"), as well as museums and memorials. Mr. Kuehne/ Offered periodically

**HIST270 HOME FRONTS IN WORLD WAR II/SEMINAR**

Studies how the war fundamentally and dramatically affected societies behind the lines. The course focuses on the three main European combatants—Germany, the Soviet Union and Great Britain, but some effort is made to compare and contrast what happened in the United States and Japan. The course compares the home fronts with regard to themes such as mobilizing the population, integrating women and dealing with youth. It studies the styles and approaches of wartime leaders to the many challenges they faced at home, and explores the uses made of propaganda to uphold morale and to represent the enemy. An effort is made to look at what happened to social outsiders, such as those who were deemed "race enemies" and aliens. There is attention to "out" groups, like dissenters, pacifists, deserters and delinquents. Mr. Gellately/Offered every other year

**HIST272 ADVANCED TOPICS ON LATIN AMERICA: MANY MEXICOS/RESEARCH SEMINAR**

What identifies the real Mexico today? This is an opportunity to research and discuss the many different peoples, cultures, economies and challenges from throughout Mexican history that help us better

understand this complex, divided and internationally important nation. Discussions will include a wide range of topics, events, institutions and influential people drawn from Mexico's pre-Columbian, conquest, colonial and modern experiences. There will be a special focus on unique social, cultural and economic perspectives. We will ask questions and seek out answers as a group while students utilize first-hand accounts and a variety of sources to research and explore areas of individual interest. Ms. Roazen/Offered periodically

**HIST273 LIFE UNDER OCCUPATION/SEMINAR**

Examines life under German occupation critically. The life of Jews under German occupation clearly was different than the life of their gentile neighbors, but what is equally true but not so obvious is the difference in occupation regimes across Europe. To highlight that fact and the embedded issues, the course will focus on Poland, France, Bulgaria, the Netherlands and Denmark. Particular attention will be paid to the history of France, because of the division between the north and south, and the role of Petain and Vichy. Ms. Dwork/Offered periodically

**HIST275 20TH-CENTURY LATIN AMERICA/PROSEMINAR**

In-depth examination of various issues, events and people of 20th-century Latin America which have, for better or for worse, shaped Latin America today and where the region is headed in the 21st century. Topics include: human rights, NAFTA, debt and trade plans, race and identity, revolutions, the drug war, the Amazon controversy and U.S./Latin-American relations. Ms. Roazen/Offered periodically

**HIST276 MODERN JEWISH HISTORY AND THOUGHT/LECTURE, DISCUSSION**

Discusses the emergence of the Jew into modern society after the French Revolution. The political and ideological struggle over emancipation and adjustment are traced through the growth of Jewish denominationalism in Western Europe. The competing ideologies of Jewish nationalism (including those of both Zionist and non-Zionist character) are discussed in the context of Eastern European Jewry and its unique contribution to modern Jewish identity. Course concludes with an examination of the Weimar Republic in Germany (1918-1933) and the independent Polish State (1918-1939). Staff/Offered every other year

**HIST281 CHINA RISING: THE PEOPLE'S REPUBLIC OF CHINA SINCE 1949/LECTURE, DISCUSSION**

This course explores all aspects of Chinese life from the founding of the People's Republic of China in 1949 through the harsh reign of Mao Zedong to the reforms of Deng Xiaoping and the dramatic rise of China since the early 1980s. How did the world's largest country manage to quadruple its economy in the past 25 years? What have been the main continuities and changes in Chinese life since 1949? What are the historical implications of China's dramatic rise in terms of its society, politics, economics, international relations, and the global environment? Mr.Ropp/Offered every other year

**HIST282 CHINESE WOMEN IN LITERATURE AND SOCIETY/LECTURE, DISCUSSION**

Examines the changing role of women in Chinese society from the 17th century to the present, primarily through the reading and discussion of Chinese literature in English translation. Mr. Ropp/Offered every other year



**HIST284 THE HOLOCAUST AND ITS AFTERMATH, 1933-1996/LECTURE, DISCUSSION**

Although this course is the second part of a two-semester course on the history of the Holocaust, the first semester (HIST175) is not a prerequisite for this course. This term the course will return briefly to 1933 to cover the National Socialist years prior to the war. The purpose of the course is to provide students with a critical, analytical understanding of the Holocaust and the context in which it occurred, and encourage them to think about its long-term effects. Ms. Dwork/ Offered every year

**HIST286 THE VIETNAM WAR/LECTURE, DISCUSSION**

Explores the Vietnam War, emphasizing American involvement in Vietnam in the decade 1965 to 1975. Includes a survey of the history and culture of Vietnam, French experience in Vietnam, and American involvement with Vietnam from World War II to the present. Staff/ Offered periodically

**HIST287 GENOCIDE SINCE 1945: EXPLANATIONS AND PREVENTIONS/SEMINAR**

This course is designed to give graduate and upper-level undergraduate students a firmer understanding of the phenomena scholars call genocide and/or politicide. Labeling an episode as such is often more difficult than commonly thought. How then can we anticipate genocides? We will spend time analyzing early warning efforts past and present. Ms. Harff/Offered periodically

**HIST288 SEMINAR IN CHINESE HISTORY/SEMINAR**

Topical research seminar in Chinese history for those with a concentration in Asian Studies. Prerequisite: either HIST080, 181 or 182; or by permission. Mr. Ropp/Offered periodically

**HIST299 SEC. 1 DIRECTED READINGS/TUTORIAL**

Undergraduates, normally juniors and seniors, design a directed-readings course consisting of a sequence of structured readings on a topic approved and supervised by an instructor. Prerequisite: permission of instructor. Offered for variable credit. Staff

**HIST299 SEC. 2 RESEARCH PROJECTS/TUTORIAL**

Undergraduates, normally juniors and seniors, construct an independent-research course with an instructor of their choosing. Prerequisite: permission of instructor. Offered for variable credit. Staff

**HIST299 SEC. 8 HONORS THESIS RESEARCH**

Honors students receive up to two credits for thesis research. Honors students preparing for the comprehensive exam receive credit for their reading under HIST299. Offered for variable credit. Staff/Offered every year

**HIST299 SEC. 9 INTERNSHIP**

Students who undertake an interdisciplinary internship for more than two credits may receive up to two credits in history and the remainder in another department. Prerequisite: permission of instructor and department chair. Offered for variable credit. Staff

**Graduate Courses**

**HIST300 READINGS IN AMERICAN COLONIAL HISTORY/TUTORIAL**

**HIST301 STUDIES IN THE AGE OF THE AMERICAN REVOLUTION/TUTORIAL**

**HIST302 THE EARLY AMERICAN REPUBLIC/LECTURE, DISCUSSION**

See History 202.

**HIST303 U.S. URBAN HISTORY: COLONIAL-MODERN PERIOD/SEMINAR**

See History 203.

**HIST304 SPECIAL TOPICS IN U.S. HISTORY: INTERPRETATIONS OF AMERICAN HISTORY/ PROSEMINAR**

See History 204.

**HIST305 RENAISSANCE AND REFORMATION/LECTURE, DISCUSSION**

See History 205.

**HIST306 AFRICANS IN THE AMERICAS, 1500-1888/LECTURE, DISCUSSION**

See History 206.

**HIST307 EXPLORATIONS IN HISTORY: RURAL NEW ENGLAND IN THE 19TH CENTURY**

See History 207.

**HIST309 AMERICA IN OUR TIME: THE UNITED STATES SINCE 1968/LECTURE, DISCUSSION**

See History 209.

**HIST310 RESEARCH SEMINAR IN EARLY AMERICAN HISTORY/SEMINAR**

See History 210.

**HIST311 AMERICAN CONSUMER CULTURE/SEMINAR**

See History 211.

**HIST312 HISTORY OF SEXUALITY: 1750 TO THE PRESENT/LECTURE, DISCUSSION**

See History 212.

**HIST313 GENDER AND THE CITY IN THE UNITED STATES/SEMINAR**

See History 213.

**HIST314 THE AMERICAN CIVIL WAR/LECTURE, DISCUSSION**

See History 214.

**HIST315 THE AGE OF LINCOLN/PROSEMINAR**

See History 215.

**HIST316 AMERICAN HISTORY IN COMPARATIVE PERSPECTIVE/PROSEMINAR**

See History 216.

**HIST317 RECONSTRUCTION: AMERICA AFTER THE CIVIL WAR, 1865-1877/SEMINAR**

See History 217.

**HIST319 HISTORY OF AMERICAN WOMEN/LECTURE, DISCUSSION**

See History 219.

**HIST322 HISTORY OF THE SOUTH/LECTURE, DISCUSSION**

See History 222.

**HIST323 THE CIVIL RIGHTS MOVEMENT/LECTURE, DISCUSSION**

See History 223.

**HIST326 COMPARATIVE COLONIALISM/SEMINAR**

See History 226.

**HIST327 THE CARIBBEAN IN THE ERA OF SLAVERY, 1492-1886/LECTURE, DISCUSSION**

See History 227.

**HIST329 WOMEN IN EUROPEAN HISTORY/LECTURE, DISCUSSION**

See History 229.

**HIST330 ARMENIAN GENOCIDE/SEMINAR**

See History 230.

**HIST331 AMERICA IN THE GILDED AGE, 1877-1900/ PROSEMINAR**

See History 231.

**HIST333 ADVANCED TOPICS IN U.S. WOMEN'S HISTORY/SEMINAR, DISCUSSION, READINGS**

An advanced readings course in women's history, looking at major new works and theoretical issues. Ms. Richter/Offered every other year

**HIST334 ADVANCED TOPICS IN U.S. WOMEN'S HISTORY/RESEARCH SEMINAR**

An advanced research seminar for topics in U.S. women's history. Ms. Richter/Offered every other year

**HIST335 THE ATLANTIC WORLD/LECTURE, DISCUSSION**

See History 235.

**HIST336 GENDER, WAR AND HOLOCAUST GERMANY, 1914-1960/SEMINAR**

See History 236.

**HIST338 U.S. FOREIGN POLICY/LECTURE, DISCUSSION**

See History 238.

**HIST341 HISTORY OF INTERNATIONAL HUMAN RIGHTS/LECTURE, DISCUSSION**

See History 241.

**HIST342 HISTORY OF NATIONALISM/LECTURE, DISCUSSION**

See History 242.

**HIST348 HISTORY OF THE MIDDLE EAST/SEMINAR**

See History 248.

**HIST350 STUDIES IN EARLY MODERN EUROPEAN HISTORY/TUTORIAL**

Independent studies. Offered for variable credit. Ms. Froide

**HIST352 THE BRITISH EMPIRE/LECTURE, DISCUSSION**

See History 252.

**HIST353 20TH-CENTURY EUROPE/LECTURE, DISCUSSION**

See History 253.

**HIST354 THE AGE OF ATLANTIC REVOLUTIONS/SEMINAR**

See History 254.

**HIST357 JEWISH CHILDREN IN NAZI-OCCUPIED EUROPE/SEMINAR**

See History 261.

**HIST359 MODERN GERMANY/LECTURE, DISCUSSION**

See History 259.

**HIST360 RESCUE AND RESISTANCE DURING THE HOLOCAUST/SEMINAR**

See History 260.

**HIST365 LIFE AND DEATH IN THE CITY: OCCUPIED EUROPE, 1939-1945/SEMINAR**

See History 265.

**HIST366 REFUGEES/SEMINAR**

See History 266.

**HIST368 THE HOLOCAUST: ISSUES AND CONTROVERSIES/SEMINAR**

See History 268.

**HIST372 ADVANCED TOPICS ON LATIN AMERICA: MANY MEXICOS/RESEARCH SEMINAR**

See History 272.

**HIST376 MODERN JEWISH HISTORY AND THOUGHT/LECTURE, DISCUSSION**

See History 276.

**HIST383 STUDIES IN CHINESE HISTORY/TUTORIAL**

Independent Studies. Offered For Variable Credit. Mr. Ropp

**HIST384 THE HOLOCAUST AND ITS AFTERMATH, 1933-1996/LECTURE, DISCUSSION**

See History 284.

**HIST386 THE VIETNAM WAR/LECTURE, DISCUSSION**

See History 286.

**HIST387 GENOCIDE SINCE 1945: EXPLANATIONS AND PREVENTIONS/SEMINAR**  
See History 287.

**HIST392 THESIS RESEARCH**

Universitywide course number reserved for this research. Variable Credit. Staff

**HIST394 GRADUATE RESEARCH SYMPOSIUM**

Universitywide course number reserved for this type of course.

**HIST397 MASTER'S THESIS**

Universitywide course number reserved for work on the Master's thesis. Variable Credit. Staff

**HIST398 DOCTORAL DISSERTATION**

Universitywide course number reserved for doctoral dissertation work. Variable Credit. Staff

**HIST399 GRADUATE READINGS**

Offered for variable credit. Staff

**IDCE379 20TH-CENTURY LATIN AMERICA/PROSEMINAR**

See History 275.

**JS277 THE HISTORY OF ZIONISM IN ISRAEL/SEMINAR**

See Jewish Studies 277.

**SOC232 POPULATION, ENVIRONMENT AND DEVELOPMENT/VARIABLE FORMAT**  
See Sociology 232.

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**INTERNATIONAL DEVELOPMENT, COMMUNITY, AND ENVIRONMENT (IDCE)**

The International Development, Community, and Environment Department (IDCE) offers two undergraduate programs and four graduate programs. The two undergraduate programs in International Development and Social Change and Environmental Science and Policy also offer an accelerated B.A./M.A. degree. In addition, the graduate program in Community Development and Planning offers an accelerated B.A./M.A. degree to qualified Clark students. The graduate programs include:

- Community Development and Planning
- Environmental Science and Policy
- Geographic Information Sciences for Development and Environment
- International Development and Social Change.

The IDCE Department stresses an interdisciplinary approach linking geography, anthropology, the environmental sciences, economics, government and history. Divisions between disciplines are crossed as students take advantage of courses in the different programs. They develop a multidimensional perspective that is critical to tackling the complex challenges of sustainability, community building and policy making.

For more information, visit the IDCE Web pages at <http://www.clarku.edu/departments/idce>.



## IDCE UNDERGRADUATE PROGRAMS

### ENVIRONMENTAL SCIENCE AND POLICY

#### Program Faculty

Charles Agosta, Ph.D.  
S. Leslie Blatt, Ph.D.  
Halina Brown, Ph.D.  
Patrick Derr, Ph.D.  
Timothy Downs, D.Env.  
Jody Emel, Ph.D.  
Susan Foster, Ph.D.  
Jacqueline Geoghegan, Ph.D.  
Robert Goble, Ph.D.  
Dale Hattis, Ph.D.  
Todd Livdahl, Ph.D.  
Donald Nelson, Ph.D.  
Samuel Ratick, Ph.D.  
Joseph Sarkis, Ph.D.  
Jennie Stephens, Ph.D.

#### Affiliate Faculty

Lois Bruinooge, J.D.

#### Program Overview

Environmental science and policy is an interdisciplinary undergraduate program that emphasizes policy questions about the environment and the use and misuse of technology. How should industry's use of toxic materials be regulated? How should scarce water resources and fisheries be managed in different countries and cultures? What is the role of technology in preserving the environment for future generations? The goal of the program is to prepare individuals to deal with technical and environmental issues in society. Environmental science and policy majors learn about natural sciences and qualitative analysis as well as the role of institutions in society and the political process. They explore the use of science in policy making.

Environmental science and policy faculty, from a wide variety of departments and disciplines, actively participate in policy making through research and consulting. Their activities include: assessing the risk of radioactive waste to Native American communities, advising state agencies on limiting the use of toxic chemicals by industry, evaluating water supply and sanitation in Mexico, advising industry on management of technological hazards, and designing decision tools for the Environmental Protection Agency. Undergraduates gain invaluable hands-on research experience through collaborative projects with faculty and graduate students.

With courses such as Earth Transformed by Human Action, Climate Systems and Global Environmental Change, and Limits of the Earth, students learn about the condition and future of life on Earth. They acquire scientific methods and tools for analysis in courses like Environmental Chemistry, Discovering Environmental Science, Hydrology, Computer and Quantitative Methods, Energy and Environment, Ecology, Environmental and Natural Resource Economics, Sustainable Fisheries, and Advanced Remote Sensing. Those concerned with the effects of pollutants on human health—and with policies to manage these risks—can take Cancer: Science and Society, Environmental Toxicology, Environmental Risks/Hazards or Environmental Law. Courses such as Environmental Ethics, Corporate

Environmental Management, Societal Evaluation of Environmental Hazards, or Sustainability, Institutions and Policy Making focus on societal institutions, values and norms. Emphasis of all these courses is on the effects of human activities on the natural environment and public health and on the use of science in policy making

#### Major Requirements

Required courses have been designed to provide students with a solid foundation in natural science and an in-depth understanding of social science and public-policy perspectives. A strong grasp of natural science is vital for two reasons: (1) many fundamental issues are fully understood only when the scientific elements are made clear, and (2) there is a great need in this field for managers of science, technology, and environment who possess a comprehensive scientific background. Recognizing this, the environmental science and policy major emphasizes natural science and mathematics. Degree requirements for the environmental science and policy major include 18 courses:

- Six environmental science and policy courses, including the capstone
- Ten courses in natural science and mathematics (one of the courses must be statistics)
- Two courses in the social sciences, with emphasis on public policy

#### Environmental science and policy courses (6)

Of the six courses, three are required and three are elective.

Required EN courses:

- EN101 Introductory Case Studies in Environmental Science and Policy
- EN175 Science, Uncertainty and Decisions
- EN290 Capstone Seminar

Elective EN Courses:

- Three additional elective EN courses, of which at least two must be at 200-level. Of the 200-level courses, at least one must have a strong policy component (see following list).

Appropriate elective environmental science and policy courses:

EN/PHIL131 Environmental Ethics  
EN226 Environmental Risks/Hazards  
EN241 Environmental Toxicology  
EN246 Cancer: Science and Society  
EN247 Computer and Quantitative Methods in Risk Analysis  
EN250 Technology and Environmental Assessment  
EN251 Limits of the Earth  
EN/MGMT252 Corporate Environmental Management  
ECON257 Environmental and Natural Resource Economics  
EN261 Decision Methods for Environmental Management and Policy  
EN265 Risk Analysis: Policy and Methods  
EN276 Environmental Law  
EN282 Management of Environmental Pollutants  
EN286 Sustainability, Institutions and Policy Making  
GEOG180 Earth Transformed by Human Action  
GEOG284 Environment and Development

## Natural Science and Mathematics Courses (10)

Environmental science and policy majors satisfy the ten-course requirement for natural science and mathematics by taking courses in statistics, biology (with emphasis on ecology, evolution and conservation biology), chemistry (with emphasis on environmental processes), physics (with emphasis on energy and environmental process), earth and climate sciences, and quantitative mapping.

The natural science courses are selected from the following list (see the major adviser for guidance on how to select a coherent set of courses):

BIOL101/102 Introduction to Biology, parts 1 and 2  
BIOL104 Biodiversity  
BIOL105 Evolution  
BIOL110 Introduction to Botanical Diversity  
BIOL114 Marine Biology  
BIOL216 Ecology  
BIOL217 Ecology of Infectious Disease  
BIOL220 Population Biology  
BIOL201 Ecology of Atlantic Shores  
BIOL224 Ecology of Disease Vectors  
BIOL 241 Environmental Toxicology  
BIOL 246 Cancer: Science and Society  
CHEM101/102 Introduction to Chemistry, parts 1 and 2  
CHEM103 Introductory Chemistry  
CHEM080 Topics in Environmental Chemistry  
CHEM142 Environmental Chemistry  
EN120 Discovering Environmental Science  
GEOG190 Introduction to GIS  
GEOG087 Introduction to Environmental Information Systems  
GEOG101 Introduction to Environmental Geology  
GEOG102 Understanding the Weather  
GEOG103 Natural Environment of New England  
GEOG115 Hydrology  
GEOG232 Landscape Ecology  
GEOG260 Quantitative Environmental Modeling  
GEOG263 Climate Systems and Global Environmental Change  
GEOG271 Groundwater Hydrology and Management  
GEOG281 Tropical Ecology  
GEOG282 Advanced Remote Sensing  
PHYS110/111 Introduction to Physics, parts 1 and 2  
PHYS240 Energy and Environment

The following courses satisfy the statistics requirement:

BIOL106 Quantitative Methods in Biology  
BIOL280 Biostatistics and Computer Applications  
ECON160 Introduction to Statistical Analysis  
GEOG110 Computer and Quantitative Methods  
GOVT107 Research Methods  
PSYC105 Quantitative Methods

## Social Sciences Courses (2)

Two courses in social sciences are required, with emphasis on public policy (chosen from the fields of economics, government, social geography or sociology). Examples of courses in this cluster:

ECON157 The Economics of Natural Resources and the Environment  
ECON257 Environmental and Natural Resource Economics  
GEOG126 Living in the Material World  
GEOG127 Political Economy of Development

GEOG179 International Political Ecology  
GEOG222 Why Global Warming Matters  
GEOG224 Economy and Environment  
GOVT154 Politics of Public Policy in the United States  
GOVT157 Politics of Environmental Issues in the United States  
GOVT213 Policy Analysis  
GOVT216 Comparative Environmental Politics  
GOVT281 Policy Implementation  
GOVT223 Suburban Policy Issues  
SOC205 Sociology of Environment

## Honors Program

Honors are awarded upon presentation of an undergraduate Honors project, presented to faculty and students at the Clark Academic Spree Day. Admission to candidacy for Honors is based on a proposal presented to the ES&P faculty at the conclusion of the Capstone Seminar in the fall of senior year.

## Accelerated Degree Program

Environmental Science and Policy offers an accelerated B.A./Master's degree program to eligible students. For more information, visit <http://www.clarku.edu/accelerate>.

## Courses

### BIOL084 BIODIVERSITY/LECTURE, LABORATORY

See Biology 084.

### BIOL101 INTRODUCTION TO BIOLOGY I/LECTURE, LABORATORY

See Biology 101.

### BIOL102 INTRODUCTION TO BIOLOGY II/LECTURE, LABORATORY

See Biology 102.

### BIOL105 EVOLUTION/LECTURE, LABORATORY, DISCUSSION

See Biology 105.

### BIOL106 QUANTITATIVE METHODS IN BIOLOGY/LECTURE, LABORATORY

See Biology 106.

### BIOL110 INTRODUCTION TO BOTANICAL DIVERSITY/ LECTURE, LABORATORY

See Biology 110.

### BIOL114 MARINE BIOLOGY/LECTURE, FIELD TRIPS

See Biology 114.

### BIOL201 ECOLOGY OF ATLANTIC SHORES/LECTURE, FIELD TRIP

See Biology 201.

### BIOL216 ECOLOGY/LECTURE, LABORATORY

See Biology 216.

### BIOL217 ECOLOGY OF INFECTIOUS DISEASE/SEMINAR

See Biology 217.

### BIOL220 POPULATION BIOLOGY/LECTURE

See Biology 220.

### CHEM080 INTRODUCTION TO ENVIRONMENTAL CHEMISTRY

See Chemistry 080.

### CHEM142 ENVIRONMENTAL CHEMISTRY/LECTURE, LABORATORY

See Chemistry 142.

### ECON157 THE ECONOMICS OF NATURAL RESOURCES AND THE ENVIRONMENT/LECTURE

See Economics 157.



**ECON160 INTRODUCTION TO STATISTICAL ANALYSIS/LECTURE, DISCUSSION**  
See Economics 160.

**ECON257 ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS**  
See Economics 257.

**EN101 INTRODUCTORY CASE STUDIES IN ENVIRONMENT, TECHNOLOGY AND SOCIETY/LECTURE,DISCUSSION**

Consists of detailed analysis of three cases that typify the concerns of the environmental science and policy program. These cover the various aspects of environmental and technical risks. Each case entails scientific and technical analysis, as well as social and policy considerations. Formal lectures, readings, written assignments and class discussion will be included. Ms. Brown/Offered every year

**EN103 THE SUSTAINABLE UNIVERSITY/SEMINAR**

Can environmental, economic, and social sustainability emerge from actions at many different individual institutions, businesses and localities? There is no better place to start asking and answering this question than at our own University. The Sustainable University 2005 seminar will examine energy and other resource use at Clark and the contributions these make to greenhouse gas emissions. We will consider the complex issues in attributing emissions to Clark and in establishing a baseline for such emissions. We will also examine the global warming context, which makes such emissions significant, as well as the feasibility of developing Clark policies that could, for example, make the University "Kyoto Compliant." In addition, we will seek to further develop the concept of a "sustainable university." The seminar will depend strongly on individual and group projects. It will create a volume of reference papers and policy recommendations, along with data compilations. The seminar is open to beginning and advanced students; project assignments will be based on both skills and interests. Mr. Goble/Offered every fall

**EN109 SCIENCE WRITING SEMINAR**

This seminar introduces students to the critical skills required for effective science writing. Participants will conduct research on different aspects of a current issue at the intersection of science and society. Based on their research, each student will write three major papers, one each from a scientific perspective, a social-science perspective, and public-policy perspective that links the previous two. The seminar as a whole will collect and edit a selection of the papers to create a document that can serve as resource to inform the public on the issue. Satisfies the Verbal Expression requirement. Mr. Goble/Offered periodically

**EN120 DISCOVERING ENVIRONMENTAL SCIENCE/LECTURE, DISCUSSION**

Covers key scientific and technical topics and emphasizes quantitative skills of problem solving. Topic areas include: mass and energy transfer; environmental chemistry; mathematics of growth; risk assessment; water pollution; and air pollution. The course aims to provide a solid foundation in important scientific aspects of environmental problems, complementing policy-oriented courses. Above all the course is designed to make students literate and comfortable with the language used to describe and analyze physicochemical processes. Study journals and homework problems are used to encourage literacy. Math skills emphasized. Mr. Downs/Offered every year

**EN171 INTERNATIONAL PERSPECTIVES ON ENVIRONMENTAL PROBLEMS AND POLICIES/LECTURE, DISCUSSION**

Highlights the scope of major global issues (e.g. climate change and biodiversity conservation), their social and political contexts, and what influences our population, development and environmental-policy choices. Two central themes are used: 1) conflicts of interest over assets, amenity, and distribution of costs and benefits, and 2) sustainable development ideas, conflicts and operational processes. The practicalities of solutions such as cultural change, business and trade practices and regulations are explored. Mr. Downs/Offered every other year

**EN175 SCIENCE, DECISION MAKING AND UNCERTAINTY/LECTURE, WORKSHOP**

Examines decision making under conditions of scientific uncertainty. The goal of the course is to describe: (1) strengths and limitations of scientific analysis in the assessment of environmental and technological issues and (2) methods designed to aid decision making under uncertainty. Initial emphasis is on the structure of scientific knowledge, ways of knowing and types of scientific uncertainty, with examples drawn from particle physics, chemistry, engineering, epidemiology and opinion research. Case studies are discussed of real-world environmental and technological risk-management issues, such as setting EPA standards, Mad Cow disease and global warming. A weekly workshop or laboratory includes practical exercises in statistical treatment of data fitting data to a form, calculation of uncertainty, interpretation of epidemiological data, and computer simulations. Fulfills the scientific perspective. Mr. Goble/Offered every year

**EN180 THE EARTH TRANSFORMED BY HUMAN ACTION/LECTURE, DISCUSSION**  
See Geography 180.

**EN226 SOCIAL THEORIES OF ENVIRONMENTAL RISKS AND HAZARDS/SEMINAR, LECTURE, DISCUSSION**

See Geography 226.

**EN232 CASE STUDIES IN ENVIRONMENTAL ETHICS/SEMINAR**

An intensive investigation of a small set of environmental issues selected by the students in consultation with the professor. In recent years, students have chosen to work on such issues as: ski runs vs. eastern old-growth forest on Mt. Wachusett, removing the John Day Dam, ecotourism in Costa Rica, sea turtle preservation vs. GATT/WTO, whaling by indigenous peoples, genetically modified rice, and methane capture technology in the dairy industry. Students may elect to do their research individually or in small groups. Seminar/tutorial format. Major research paper. Mr. Derr/Offered every other year

**EN240 ENERGY AND THE ENVIRONMENT**

The production and utilization of energy play a central role in modern civilization and constitute an increasing drain on our natural resources. Undesired by-products of large-scale energy usage are becoming more apparent, including local heating of streams and global warming, pollution of the atmosphere and ocean, and real and perceived dangers related to the use of advanced technology. The course explores these environmental concerns in the context of the possibilities and limitations set by physical laws and considers the extent to which science must be involved in their resolution. Prerequisite: two semesters of introductory physics. Mr. Agosta/Offered every other year

**EN241 ENVIRONMENTAL TOXICOLOGY/LECTURE, DISCUSSION**

Focuses on the assessment of hazardous properties of toxic chemicals in the environment and on development of public-health policy. Covers the principles of absorption, distribution, excretion and toxic action of chemicals on humans; animal testing; and human epidemiology. Also



covers assessment of public-health risks on the basis of animal and human test results, development of standards for air and water contaminants, and uncertainty in regulating hazardous chemicals. Prerequisite: one semester of organic chemistry or permission of the instructor.

Ms. Brown/Offered every other year

#### **EN246 CANCER: SCIENCE AND SOCIETY/SEMINAR**

Focuses on one of the most dreaded diseases in modern society: cancer. Examines the geographic distribution of cancer in this country and the world, factors contributing to its formation and the biological mechanisms underlying cancer. Concentrates on screening techniques for detecting cancer-causing agents and on methods for assessing and regulating cancer risks and on case studies of selected human carcinogens as well as social and political controversies surrounding this disease.

Ms. Brown/Offered every year

#### **EN247 INTERMEDIATE QUANTITATIVE METHODS IN GEOGRAPHY/LECTURE, LABORATORY**

See Geography 247.

#### **EN251 LIMITS OF THE EARTH/SEMINAR**

Examines a variety of perspectives on the global environment and economic development, such as the biological concept of carrying capacity and economic concepts of growth. Topics covered include population growth, food production, energy and other resources, and critical chemical cycles. Attention is paid to the national and international institutions, which set policies on these issues. Central to the course is a critical analysis of concepts of sustainable development. The course is conducted as a seminar and also emphasizes quantitative tools in data analysis and systems modeling. Mr. Goble/Offered every year

#### **EN253 SUSTAINABLE FISHERIES MANAGEMENT**

Fisheries represent an interaction between human systems (fishing communities and their cultural, economic, institutional and legal settings) and biological systems (the commercially desired fish species and the ecosystem which supports them). In much of the world, including New England, current fishing practices appear unsustainable. This seminar uses dynamic simulations models and games with role-playing to understand the functioning of the human and biological systems. Various gaming exercises help interpret the historical and contemporary debate on the sustainability of fishing practices. Students' work focuses on ecological issues, fishing communities and policy issues.

Mr. Goble/Offered every other year

#### **EN256 RESEARCH SEMINAR IN DYNAMIC ENVIRONMENTAL MODELING**

Much environmental assessment, planning and regulation is now based on dynamical modeling (computer models that simulate pollution transport leading to human exposures and the potential consequences of such exposures over time or which simulate important aspects of ecological systems). The effective use of appropriate models and the critical interpretation of model results are key activities in environmental policy. In this seminar we will survey common applications of models, address key issues in the interpretation of model results, install, test and apply models that have been used in recent public-policy evaluations, and perform some model construction. Basic computer literacy will be assumed and individually performed computer projects will be a substantial portion of the required work, but extensive computer-science study is not a prerequisite. Mr. Goble/Offered every other year

#### **EN261 DECISION METHODS FOR ENVIRONMENTAL MANAGEMENT AND POLICY/ LECTURE, DISCUSSION**

See International Development, Community, and Environment 363.

#### **EN263 THE CLIMATE SYSTEM AND GLOBAL ENVIRONMENTAL CHANGE/LECTURE, DISCUSSION**

See Geography 263.

#### **EN265 RISK ANALYSIS: POLICY AND METHODS/1/2 CREDIT/SEVEN WEEK MODULE**

Discusses policy goals that have been advocated for risk-management decision making on environmental and occupational chemical exposures—including equity in the distributions of risks and benefits, and appropriate priority setting for the efficient use of public and private resources. Students apply quantitative-analysis techniques to risk/policy problems through: relevant sets of categories for analysis, reflecting both value and causal mechanism considerations; mechanistic dynamic modeling of physical/biological processes, analysis of distributions—including but not limited to fitting distributions to data—in order to elucidate both variability and uncertainty; and basic use of spreadsheets. Mr. Hattis and Mr. Goble/Offered periodically

#### **EN276 ENVIRONMENTAL LAW/LECTURE, DISCUSSION**

See Government and International Relations 276.

#### **EN280 URBAN ECOLOGY: CITIES AS ECOSYSTEMS/LECTURE, DISCUSSION**

See Geography 280.

#### **EN282 MANAGEMENT OF ENVIRONMENTAL POLLUTANTS/SEMINAR**

This course considers approaches to regulating hazardous chemicals in air, drinking water and food in the United States. Its underlying premise is that government has a central role in controlling and eliminating pollution, either directly, by specifying the norms of behavior, or indirectly, by providing appropriate incentives. The course examines the content of key environmental laws, policy approaches and specific empirical cases of their implementation. Some of the key questions include: At what point in pollution-generation process to intervene? What approach to intervention to take? What societal issues to consider in the regulatory decision? How to use data and various analytical for policy making? How to balance the costs and benefit of different regulatory approaches? How to motivate polluters to comply with the regulations? Ms. Brown/Offered every year

#### **EN286 SUSTAINABILITY, INSTITUTIONS AND POLICY MAKING/SEMINAR**

This advanced seminar examines the role of technological innovation in the pursuit of sustainable development. The focus is on industry as a principal agent of innovation in technologies and services. The course examines the roles of key societal actors, such as business, governmental and non-governmental organizations, the civil society, consumers and the knowledge elites, in facilitating a transition to more environmentally sustainable socio-technical systems. Policy approaches and instrument are discussed. The dominant perspective is that of the world's largest consumers—the United and Europe—operating in the context of a global economy. Students are encouraged to bring the perspective of developing countries into the discussion. The readings include both theoretical works and empirical case analyses.

Ms. Brown/Offered every year

#### **EN290 CAPSTONE RESEARCH/SEMINAR**

A required course for senior environmental science and policy majors, this seminar offers an opportunity to integrate the strands of the environmental science and policy major. The product will be a completed research project, a research proposal for an honors project or a research proposal for a master's thesis. Specific topics for investigation are cho-



sen largely on the basis of student interest from a broad array including global environment threats, energy and other resource issues, community brownfields, and technological risk assessment and management. Unlike a regular course, student presentations constitute a major portion of class meetings, with the instructor as a facilitator of discussion and as a general resource for the group. Students must be seniors or second-semester juniors and must have completed a substantial fraction of their major requirements. Mr. Goble/Offered every year

**EN297 HONORS THESIS**

**EN298 INTERNSHIPS**

Contact the IDCE office for internship proposal form. Staff/Offered every semester

**EN299 DIRECTED STUDY**

Staff/Offered every year

**GEOG087 INTRODUCTION TO ENVIRONMENTAL INFORMATION SYSTEMS/LECTURE, LABORATORY**

See Geography 087.

**GEOG101 INTRODUCTION TO ENVIRONMENTAL GEOLOGY/LECTURE, LABORATORY**

See Geography 101.

**GEOG102 UNDERSTANDING THE WEATHER/LECTURE, LABORATORY**

See Geography 102.

**GEOG103 THE NATURAL ENVIRONMENT OF NEW ENGLAND/FIELD COURSE**

See Geography 103.

**GEOG110 INTRODUCTION TO QUANTITATIVE METHODS IN GEOGRAPHY/LECTURE, LABORATORY**

See Geography 110.

**GEOG115 INTRODUCTION TO HYDROLOGY AND WATER RESOURCES: A GEOGRAPHICAL VIEW/LECTURE, DISCUSSION**

See Geography 115.

**GEOG126 LIVING IN THE MATERIAL WORLD: THE POLITICAL GEOGRAPHY OF RESOURCE DEVELOPMENT/LECTURE, DISCUSSION**

See Geography 126.

**GEOG127 POLITICAL ECONOMY OF DEVELOPMENT/LECTURE**

See Geography 127.

**GEOG141 RESEARCH METHODS IN GEOGRAPHY/LECTURE, DISCUSSION**

See Geography 141.

**GEOG179 GLOBALIZATION, ENVIRONMENT AND JUSTICE/ LECTURE, DISCUSSION, FIRST-YEAR SEMINAR (IN ALTERNATE YEARS)**

See Geography 179.

**GEOG224 ECONOMY AND ENVIRONMENT/ LECTURE, DISCUSSION**

See Geography 224.

**GEOG239 COUNTRY AND CULTURE/LECTURE, DISCUSSION**

See Geography 239.

**GEOG255 QUALITATIVE RESEARCH METHODS, SKILLS AND APPLICATIONS/LECTURE, DISCUSSION**

See Geography 255.

**GEOG257 INTERNET GEOGRAPHY: SOCIOECONOMIC IMPACTS OF INFORMATION TECHNOLOGIES/LECTURE, DISCUSSION**

See Geography 257.

**GEOG271 GROUNDWATER HYDROLOGY AND MANAGEMENT/LECTURE, DISCUSSION**

See Geography 271.

**GEOG277 GENDER, ENVIRONMENT AND DEVELOPMENT/SEMINAR**

See Geography 277.

**GEOG282 ADVANCED REMOTE SENSING/LECTURE, LABORATORY**

See Geography 282.

**GEOG284 ENVIRONMENT AND DEVELOPMENT IN THE MIDDLE EAST AND NORTH AFRICA/LECTURE, DISCUSSION**

See Geography 284.

**GEOG289 DEVELOPMENT POLICY/SEMINAR**

See Geography 289.

**GOVT107 RESEARCH METHODS/LECTURE, DISCUSSION**

See Government and International Relations 107.

**GOVT154 THE POLITICS OF PUBLIC POLICY IN THE UNITED STATES/LECTURE, DISCUSSION**

See Government and International Relations 154.

**GOVT157 THE POLITICS OF U.S. ENVIRONMENTAL ISSUES/LECTURE, DISCUSSION**

See Government and International Relations 157.

**GOVT213 POLICY ANALYSIS/LECTURE, DISCUSSION**

See Government and International Relations 213.

**GOVT216 COMPARATIVE ENVIRONMENTAL POLITICS/ LECTURE, DISCUSSION**

See Government and International Relations 216.

**GOVT218 CHILD LABOR GLOBALIZATION/SEMINAR**

See Government and International Relations 218.

**ID266 PRINCIPLES OF NEGOTIATION AND MEDIATION: AN OVERVIEW OF CONFLICT RESOLUTION APPROACHES**

See International Development and Social Change 266.

**ID296 GIS AND LOCAL PLANNING/SEMINAR, PROJECT**

See International Development and Social Change 296.

**IDCE352 TECHNOLOGY AND ENVIRONMENTAL ASSESSMENT SEMINAR**

See International Development, Community, and Environment 352.

**MGMT252 CORPORATE ENVIRONMENTAL MANAGEMENT**

See Management 252.

**PHIL131 ENVIRONMENTAL ETHICS/LECTURE, DISCUSSION**

See Philosophy 131.

**PSYC105 QUANTITATIVE METHODS/LECTURE**

See Psychology 105.

**SOC205 SOCIOLOGY OF THE ENVIRONMENT/ LECTURE, DISCUSSION**

See Sociology 205.

**Program Faculty**

Kiran Asher, Ph.D.  
David Bell, Ed.D.  
Duncan Earle, Ph.D.  
Jude Fernando, Ph.D.  
William Fisher, Ph.D.  
Laura Hammond, Ph.D.

**Adjunct Faculty**

Parminder Bhachu, Ph.D.  
Joseph de Rivera, Ph.D.  
Jody Emel, Ph.D.  
Jacqueline Geoghegan, Ph.D.  
Beverly C. Grier, Ph.D.  
Douglas Johnson, Ph.D.  
Laurence A. Lewis, Ph.D.  
Richard Peet, Ph.D.  
Paul W. Posner, Ph.D.  
Dianne Rocheleau, Ph.D.  
Paul Ropp, Ph.D.  
Srinivasan Sitaraman, Ph.D.  
Valerie Sperling, Ph.D.  
B. L. Turner, Ph.D.  
Kristen Williams, Ph.D.

**Affiliate Faculty**

Donna Hicks, Ph.D.

**Research Faculty**

Cynthia Enloe, Ph.D.  
Richard Ford, Ph.D.  
Barbara Thomas-Slayter, Ph.D.

**Program Overview**

In the International Development and Social Change program, students learn from people who are actively engaged in vital world issues, for example, globalization, nationalism, displacement of indigenous people in India, food scarcity in Ethiopia, black social movements in Colombia, and social justice and education in South Africa. The program begins by building a foundation to help students to understand and think critically about the social, political, economic and cultural dynamics shaping the world. Courses provide important insights on how the developed and developing worlds are linked historically and at present. Clark University is one of the few universities in the nation to offer a liberal-arts major in international development.

Beyond the classroom—in workshops, panels, and informal gatherings—international development and social change majors learn from faculty, as well as from undergraduate and graduate students, with field experience from around the world. Students have the opportunity to expand this knowledge with hands-on experience through internships and field research.

As a major in this program, you will be part of a diverse student body and discover a program that offers intellectual excitement, insightful perspectives and stimulating ideas. International development students explore strategic political action by developing an

awareness of the complexities and contradictions of global power relations. You will learn the history of social change around the world from professors who have been involved in social change in Asia, South America and Africa. Students in this major become thinkers and doers who are prepared to tackle the challenges of development in the 21st century.

**Major Requirements**

The undergraduate program in International Development and Social Change stresses creative, cross-disciplinary approaches to development. The major requires 14 units, including five core courses, four courses in an area of specialization to deepen students' understanding of a particular theme or issue in international development, three methods and skills courses, one internship or directed research project, and a capstone seminar to be taken in the spring semester of the senior year.

- 1. Core Courses (5 units):** Students are required to take ID125 Tales from the Far Side: Development and Underdevelopment, a course in development economics, and three additional core courses (one each) in politics of development, resource management, and socio-cultural issues.
- 2. Area of Specialization (4 units):** With approval of their advisers, students select a specialization — such as community-based development, political economy, conflict and development, culture and development, resource management, gender and development, GIS or self-designed. Students must take a minimum of two of these courses at the 200-level.
- 3. Methods and Skills courses (3 units):** Students are also required to take one course in social-science research methods and two courses from the following: computer science, cultural anthropology, cartography, statistics, GIS, conflict negotiation, or a foreign language at the intermediate level.
- 4. Internship or Field Research (1 unit):** Students are required to complete a one-credit internship or field research related to international development. You may combine this requirement with a Study Abroad program.
- 5. Capstone Seminar (1 unit) or Honors Thesis (2 units):** Taken spring term of senior year, students explore advanced topics in international development.

**Grading for the Majors**

The lowest acceptable grade for all international development courses is a C- to have it count toward the major. Students may not take any international development major courses for Pass/No Record. The internship is the only exception. Students may take internship credits on a CR/NC basis. To take an internship for a letter grade, a student must petition the Dean of the College.

**The Double Major**

Many students double major in international development and social change and related disciplines, such as economics, geography, government and international relations, psychology, and sociology. A major in international development and a minor in one of the related programs, such as women's studies, is another popular option. (Please note: You may count up to two courses toward both majors.)



## Honors Program

The honors program in International Development and Social Change provides advanced students with an opportunity to carry out independent research on an issue of his or her interest. To graduate with honors, you must conduct and successfully complete a two-semester independent honors thesis or project on a topic of relevance in the field of international development.

The honors program is required for students wishing to apply to the International Development and Social Change B.A./M.A. program and is open to juniors who:

- 1) have a minimum grade-point average of 3.25 overall and 3.5 in the international development major by the end of the first semester of the junior year
- 2) and demonstrate that they are able to undertake independent research on a topic relevant to the major.

If you wish to be admitted to the honor's program in international development, but do not meet the above eligibility criteria, you may petition the director of the IDCE Department.

## International Development and Social Change Minor

This minor consists of six courses, four of which focus on a development theme identified by the student and approved by his/her adviser. The six include one introductory course (ID120, ID125 or ID131), two 100-level courses, two 200-level courses, and one skills course from among those accepted for the international development and social change major. No more than two courses can be an internship or directed study. They will be assessed for equivalence to the 100- or 200-level courses.

## Accelerated Degree Program

International Development and Social Change offers an accelerated B.A./Master's degree program to eligible students. For more information, visit <http://www.clarku.edu/accelerate>.

## Courses

**BIOL201 ECOLOGY OF ATLANTIC SHORES/LECTURE, FIELD TRIP**  
See Biology 201.

**BIOL216 ECOLOGY/LECTURE, LABORATORY**  
See Biology 216.

**BIOL217 ECOLOGY OF INFECTIOUS DISEASE/SEMINAR**  
See Biology 217.

**BIOL302 APPLIED ECOLOGY**  
See Biology 302.

**CHEM080 INTRODUCTION TO ENVIRONMENTAL CHEMISTRY**  
See Chemistry 080.

**ECON128 ECONOMIC DEVELOPMENT/LECTURE, DISCUSSION**  
See Economics 128.

**ECON157 THE ECONOMICS OF NATURAL RESOURCES AND THE ENVIRONMENT/LECTURE**  
See Economics 157.

**ECON177 JAPANESE AND CHINESE ECONOMIES/LECTURE, DISCUSSION**  
See Economics 177.

**ECON228 ECONOMIC DEVELOPMENT/LECTURE, DISCUSSION**  
See Economics 228.

**ECON247 ECONOMICS OF POPULATION/LECTURE, DISCUSSION**  
See Economics 247.

**EN120 DISCOVERING ENVIRONMENTAL SCIENCE/ LECTURE, DISCUSSION**  
See Environmental Science and Policy 120.

**EN171 INTERNATIONAL PERSPECTIVES ON ENVIRONMENTAL PROBLEMS AND POLICIES/LECTURE, DISCUSSION**  
See Environmental Science and Policy 171.

**EN240 ENERGY AND THE ENVIRONMENT**  
See Environmental Science and Policy 240.

**EN241 ENVIRONMENTAL TOXICOLOGY/LECTURE, DISCUSSION**  
See Environmental Science and Policy 241.

**EN246 CANCER: SCIENCE AND SOCIETY/SEMINAR**  
See Environmental Science and Policy 246.

**EN251 LIMITS OF THE EARTH/SEMINAR**  
See Environmental Science and Policy 251.

**EN253 SUSTAINABLE FISHERIES MANAGEMENT**  
See Environmental Science and Policy 253.

**EN256 RESEARCH SEMINAR IN DYNAMIC ENVIRONMENTAL MODELING**  
See Environmental Science and Policy 256.

**EN265 RISK ANALYSIS: POLICY AND METHODS/1/2 CREDIT/SEVEN WEEK MODULE**  
See Environmental Science and Policy 265.

**EN276 ENVIRONMENTAL LAW/LECTURE, DISCUSSION**  
See Government and International Relations 276.

**EN282 MANAGEMENT OF ENVIRONMENTAL POLLUTANTS/SEMINAR**  
See Environmental Science and Policy 282.

**EN286 SUSTAINABILITY, INSTITUTIONS AND POLICY MAKING/SEMINAR**  
See Environmental Science and Policy 286.

**GEOG237 FEMINISM, NATURE AND CULTURE/ SEMINAR**  
See Geography 237.

**GEOG250 TECHNOLOGY AND ENVIRONMENTAL ASSESSMENT/SEMINAR**  
See Geography 250.

**GEOG256 GLOBAL ECONOMIC GEOGRAPHIES/SEMINAR**  
See Geography 256.

**GEOG263 THE CLIMATE SYSTEM AND GLOBAL ENVIRONMENTAL CHANGE/ LECTURE, DISCUSSION**  
See Geography 263.

**GEOG271 GROUNDWATER HYDROLOGY AND MANAGEMENT/LECTURE, DISCUSSION**  
See Geography 271.

**GEOG281 TROPICAL ECOLOGY/LECTURE, DISCUSSION**  
See Geography 281.

**GEOG290 DIRECTED RESEARCH: NASA UAV PROJECT**  
See Geography 290.

**GOVT102 WOMEN AND WAR/FIRST-YEAR SEMINAR**  
See Government and International Relations 102.

**GOVT103 AFRICA AND THE WORLD/LECTURE, DISCUSSION**  
See Government and International Relations 103.

**GOVT177 TRANSITIONS TO DEMOCRACY/LECTURE, DISCUSSION**  
See Government and International Relations 177.

**GOVT208 COMPARATIVE POLITICS OF WOMEN/ LECTURE, DISCUSSION**

See Government and International Relations 208.

**GOVT218 CHILD LABOR GLOBALIZATION/SEMINAR**

See Government and International Relations 218.

**GOVT219 POLITICS AND DEVELOPMENT IN SOUTHERN AFRICA/SEMINAR**

See Government and International Relations 219.

**GOVT227 GLOBAL POLITICS OF DEVELOPMENT/LECTURE, DISCUSSION**

See Government and International Relations 227.

**GOVT240 HUMAN RIGHTS AND INTERNATIONAL POLITICS/LECTURE, DISCUSSION**

See Government and International Relations 240.

**HIST077 INTRODUCTION TO LATIN-AMERICAN CIVILIZATION/LECTURE, DISCUSSION**

See History 077.

**HIST084 JAPANESE CIVILIZATION/LECTURE, DISCUSSION**

See History 084.

**HIST179 THE HISTORY OF TRADITIONAL AFRICA/ LECTURE, DISCUSSION**

See History 179.

**HIST180 HISTORY OF MODERN AFRICA/LECTURE, DISCUSSION**

See History 180.

**HIST181 CHINESE CIVILIZATION/LECTURE, DISCUSSION**

See History 181.

**HIST182 MODERN CHINA/LECTURE, DISCUSSION**

See History 182.

**HIST184 MODERN JAPAN/LECTURE, DISCUSSION**

See History 184.

**HIST272 ADVANCED TOPICS ON LATIN AMERICA: MANY MEXICOS/RESEARCH SEMINAR**

See History 272.

**HIST275 20TH-CENTURY LATIN AMERICA/PROSEMINAR**

See History 275.

**HIST281 CHINA RISING: THE PEOPLE'S REPUBLIC OF CHINA SINCE 1949/LECTURE, DISCUSSION**

See History 281.

**HIST282 CHINESE WOMEN IN LITERATURE AND SOCIETY/LECTURE, DISCUSSION**

See History 282.

**HIST288 SEMINAR IN CHINESE HISTORY/SEMINAR**

See History 288.

**ID011 MAKING A DIFFERENCE FIRST-YEAR SEMINAR**

In this First-Year Seminar, students learn about their ability to "make a difference" in their lives, on the Clark campus, and in the city of Worcester. Looking through the lenses of youth involvement in social change and the roles of universities in community development, the seminar explores personal growth, leadership, activism, and social change. The course includes readings, reflection papers, interviews with community leaders, on-campus activities, and placement in the Main South or Piedmont neighborhoods. The concluding assignment will be a proposal for the summer "Making a Difference" project or another community-based social change activity. Ms. Ross, Ms.Boyle  
Offered fall semester

**ID016 INTRODUCTION TO ECONOMIC GEOGRAPHY/ LECTURE, DISCUSSION**

See Geography 016.

**ID069 INTRODUCTION TO INTERNATIONAL RELATIONS/LECTURE, DISCUSSION**

See Government and International Relations 069.

**ID087 INTRODUCTION TO ENVIRONMENTAL INFORMATION SYSTEMS/LECTURE, LABORATORY**

See Geography 087.

**ID107 MIRACLES OF ASIA: ECONOMIC GROWTH IN GLOBAL CONTEXTS/LECTURE, DISCUSSION**

See Geography 107.

**ID109 INTERNATIONAL ECONOMICS: TRADE AND FINANCE/LECTURE, DISCUSSION**

See Economics 108.

**ID110 INTRODUCTION TO QUANTITATIVE METHODS IN GEOGRAPHY/LECTURE, LABORATORY**

See Geography 110.

**ID112 LEADING ISSUES IN SUSTAINABLE DEVELOPMENT**

This course explores the connections between the theory and practice of sustainable development. It draws from political economics, political ecology and human geography. The course also highlights the issues of power and the obstacles they present to the achievement of the objectives of sustainable development. Mr. Fernando/Offered every year

**ID117 REVOLUTION AND POLITICAL VIOLENCE/ LECTURE, DISCUSSION**

See Government and International Relations 117.

**ID120 INTRODUCTION TO CULTURAL ANTHROPOLOGY/LECTURE, DISCUSSION**

Provides an introduction to social/cultural anthropology's theories and methodologies through study of its principal medium of analysis, the ethnography. Students will explore several different types of cultural study: hunter-gatherers in Central Africa, gender relations in a Middle Eastern society and contemporary problems in American inner cities. Anthropological approaches to study of power, identity, social structure, religion, ethnicity, economics and development will also be discussed. Students learn the methods of anthropological research first-hand through conducting their own field-work projects. Ms. Hammond/Offered every year

**ID125 TALES FROM THE FAR SIDE: DEVELOPMENT AND UNDERDEVELOPMENT/LECTURE, DISCUSSION**

Discussions of geopolitics invariably refer to the problems of Third World (under) development. What is so compelling about the idea of development? Why does it ail much of the so-called Third World? What are some of the solutions to development dilemmas—neoliberal market reforms or attention to women, ethnic groups and other heretofore marginal issues such as the environment? Or is the development enterprise fundamentally flawed as some postcolonial scholars claim? This course introduces students to key histories, concepts and debates in international development through critical and analytical engagements with fiction, films and theoretical literatures on the subject. Ms. Asher,Ms.Hammond/Offered every year

**ID126 LIVING IN THE MATERIAL WORLD: THE POLITICAL GEOGRAPHY OF RESOURCE DEVELOPMENT/LECTURE, DISCUSSION**

See Geography 126.

**ID127 POLITICAL ECONOMY OF DEVELOPMENT/LECTURE**

See Geography 127.

**ID131 LOCAL ACTION, GLOBAL CHANGE/LECTURE, DISCUSSION**

See International Development and Social Change 131.

**ID136 SUB-SAHARAN AFRICA: ISSUES AND PROBLEMS/LECTURE, DISCUSSION**

See Government and International Relations 136.



**ID138 GENDER AND ENVIRONMENT/LECTURE, DISCUSSION**

See Geography 136.

**ID170 ECOLOGY AND ECONOMY IN THE TROPICS/ LECTURE, DISCUSSION**

In the ecological conditions of the tropics, how can we reduce hunger and improve economic conditions sustainably? Examines how economic management in tropical ecosystems interacts with cultural history, natural resources, economic theory, and international institutions. Classroom discussions focus on readings, while each student may focus on a topic of individual interest in course projects. Mr. Pontius/Offered periodically

**ID174 GLOBALIZATION, ENVIRONMENT AND JUSTICE/ LECTURE, DISCUSSION, FIRST-YEAR SEMINAR (IN ALTERNATE YEARS)**

See Geography 179.

**ID176 COMPARATIVE ECONOMIC SYSTEMS/LECTURE, DISCUSSION**

Examines variety of developed market economies and transitional and developing economies. Topics include Japan's industrial policy and business groups, Germany's social market economy and codetermination, Sweden's welfare state and labor unions, economic reforms in China and Russia and economic development in Korea. Prerequisite: ECON010. Mr. Hsu/Offered every year

**ID182 ARE WE MODERN YET?/FIRST-YEAR SEMINAR**

This seminar asks what it means for places and peoples to be modern. We begin by exploring when and where the imperative toward modernity began. The class examines the economic, political and cultural dimensions of modernity. We question the Eurocentric ideas that claim that modernity was a western enterprise exported to the rest of the world. Next colonialism, nationalism and Third World development are examined as specific projects of modernity. Examples from Latin America and the Caribbean will help focus the discussions for this section. Finally, we engage current debates about the projects of modernity and ask: Have modern forms of knowledge and institutions borne out their promise? Or is modernity in crisis? Are we moving toward a postmodern era? Throughout the seminar we will highlight how certain notions of race and gender shaped ideas about modernity. Students in the International Studies Stream will be given first preference to enroll in this seminar. Others will be admitted if spaces remain. Satisfies the historical perspective. Corequisite: IDND066 Global Society. Ms. Asher/Offered every other year.

**ID184 LANDSCAPES OF THE MIDDLE EAST/LECTURE, SEMINAR**

See Geography 184.

**ID186 SOUTH AFRICA: HISTORY AND CONTEMPORARY POLITICS/LECTURE, DISCUSSION**

See Government and International Relations 178.

**ID190 INTRODUCTION TO GIS/LECTURE, LABORATORY**

Introduces GIS as a data management, analysis and mapping tool. Stresses fundamental logic and scope of problem solving using raster and vector systems. Although the course is computer oriented, no programming is involved. Graduate students may receive credit for this course. A formal-analysis course. Counts as skills course or core course in mapping sciences/spatial analysis in geography major. Mr. Eastman, Mr. Marciano/Offered every semester

**ID192 POLITICAL ECONOMY OF ASIA**

See Government and International Relations 192.

**ID202 THE HIV/AIDS CRISIS IN AFRICA**

See Government and International Relations 201.

**ID203 PROGRAM EVALUATION: MEASURING THE IMPACT OF HUMAN SERVICE AND COMMUNITY DEVELOPMENT**

Initiatives Lecture/Discussion Program evaluation is a critical skill for those working in community development and human service organizations. Funders are increasingly demanding to see concrete outcomes for dollars spent on programs in housing, youth development, and education, among others. This course will teach students about a number of different approaches to evaluate programs—including formative, implementation, and outcome evaluation designs. Qualitative and quantitative methods will be covered. The final product of this course will be a completed evaluation design developed for a local organization. Ms. Ross/Offered every other year

**ID204 INTERNATIONAL AND COMPARATIVE ANALYSIS OF COMMUNITY DEVELOPMENT**

Cities and communities have become more interconnected through global networks of production and information, blurring the boundaries between the so-called First and Third Worlds. Pockets of extreme poverty are found in the wealthiest cities, and pockets of luxurious housing are found in the poorest cities. Similar development challenges take place across international boundaries, such as the inability to house growing populations, proliferation of global consumption fueled by international media, or scarce water resources. In this context of increasing global interaction and similar development challenges, communities have developed distinct places based on their local institutional and economic resources. This course explores how communities are created and transformed through specific case studies from the Americas, Asia and Europe. It includes discussions on urban space in an era of information technology, major community-development trends, and planning approaches. This course seeks to provide (1) general knowledge on the social processes that shape spatial patterns and (2) practical tools for the analysis of communities as intersections of multiple social processes. Fulfills the global perspective. Ms. Chion/Offered every year

**ID207 THE MEDICINE WHEEL: HEALTH, ILLNESS AND WELLNESS IN GLOBAL PERSPECTIVE**

This course examines the cultural and social dimensions of health systems, disease, wellness, and physical and mental illness, both in traditional/rural communities and in complex/urban social settings. Healing alternatives, other healing traditions (shamanism, faith-healers), the role of placebos, health beliefs, and the cultural conflicts between clients and health-care specialists are examined, both in the United States and abroad. Grassroots and popular public-health efforts in international and local development settings are explored. Concepts of holistic health that look at health/wellness systems for a community are contrasted with sectoral approaches that look at one specific health area. Because this medical anthropology perspective explores the culture of professional medical practice, as well as the illness and healing concepts and practices of diverse other cultures, this course is ideal for students pursuing medical and health professions. Mr. Earle/Offered periodically

**ID209 BEYOND VICTIMS AND GUARDIAN ANGELS: THIRD WORLD WOMEN, GENDER AND DEVELOPMENT/SEMINAR**

How did Third World women and gender concerns enter economic-development discourses? How have Third World women and gender been conceptualized within development practices? In turn, how have feminist theories about women and gender shaped economic development discourses? In exploring these issues this graduate seminar will



eschew the divide between theory and praxis that plagues development literature. Ms. Asher/Offered every year.

**ID210 INTERNATIONAL COOPERATION**

See Government and International Relations 211.

**ID211 AFRICAN ENVIRONMENTS AND GEOGRAPHICAL IMPLICATIONS/LECTURE, DISCUSSION**

See Geography 211.

**ID213 LATIN-AMERICAN POLITICS/LECTURE, DISCUSSION**

An introduction and an overview of the key economic and political issues confronting Latin America today: economic development and social inequality, international debt, the breakdown of democracies as well as transitions from authoritarian rule, revolutions, and the role of working-class, women's, peasant and ethnic movements. We will draw on the analytical perspectives of political economy and cultural politics to develop a nuanced and self-reflexive understanding of the complex realities of Latin-American politics. Ms. Asher/Offered periodically

**ID215 COMPARATIVE ENVIRONMENTAL POLITICS/ LECTURE, DISCUSSION**

See Government and International Relations 216.

**ID217 INTERNATIONAL POLITICAL ECONOMY**

See Government and International Relations 226.

**ID218 SEMINAR IN PHYSICAL ENVIRONMENT AND DEVELOPMENT/SEMINAR**

See Geography 218.

**ID221 EDUCATION, COMMUNITY AND DEVELOPMENT/SEMINAR**

Education (formal, non-formal and informal) has played a strategic role in shaping society over the past century, and continues to inform development at the community, national and international levels. This course examines the historical evolution of education and explores its continued local and global relationship to the process of international and community development. Mr. Bell/Offered every year.

**ID221 EDUCATION, COMMUNITY AND DEVELOPMENT**

Education (formal, nonformal and informal) has played a strategic role in shaping society over the past century, and continues to inform development at the community, national and international levels. This course examines the historical evolution of education and explores its continued local and global relationship to the process of international and community development. Mr. Bell/Offered every year.

**ID229 MANAGEMENT OF ARID LANDS/ LECTURE, SEMINAR**

See Geography 228.

**ID231 LANDSCAPE ECOLOGY/LECTURE, DISCUSSION**

See Geography 232.

**ID235 LATINO AND LATIN-AMERICAN DEVELOPMENT ALTERNATIVES/SEMINAR**

Examines a diverse landscape of community and regional/national development ideas and cases, drawn from Latin America and "Latino" areas of the United States, exemplified by the border region with Mexico. Using original field work, the course defines basic anthropological principles of equitable and effective community development, addressing the social, ecological, agricultural, political, gender, economic, educational, health cultural and relational/follow-through concerns. Case studies and other research provide the foundation to practice evaluative exposition and critique in the classroom and on paper. Term projects engage current development themes: sustainability/control; negotiating planning/action; information flows; social capitalism; public health/ecohealth; women as change agents; responses to dis-

placement; dialogic and "co-authorized" community development; political ecology; intercultural communication; space/place; and managing knowledge funds. Possible opportunities for field sites in Latin America/Latino-U.S. developments, based on the course. Mr. Earle/Offered in the fall

**ID238 INTERNET GEOGRAPHY: SOCIOECONOMIC IMPACTS OF INFORMATION TECHNOLOGIES/LECTURE, DISCUSSION**

See Geography 257.

**ID239 COUNTRY AND CULTURE/LECTURE, DISCUSSION**

See Geography 239.

**ID245 CULTURE, POLITICS, AND INTERNATIONAL DEVELOPMENT/LECTURE, DISCUSSION**

Examines the interplay of culture and politics with international-development practices in an era of increasing globalization. Designed to encourage students to explore recent insights into the workings of discourse and power, and to examine how we can relate, in both theory and practice, these insights to processes of development and resistance to development in the Third World. Considers specific cases and historical processes to understand the effects on local communities of specific development interventions. Mr. Fisher/Offered periodically

**ID247 INTERMEDIATE QUANTITATIVE METHODS IN GEOGRAPHY/LECTURE, LABORATORY**

See Geography 247.

**ID249 THE FRENCH-SPEAKING WORLD/LECTURE, DISCUSSION**

An interdisciplinary analysis of questions of cultural identity as they have been elaborated by Francophone writers during the colonial and particularly the postcolonial period, with special emphasis on French-speaking Africa, the Antilles, and the Maghreb. Through literature, social texts and film we explore such issues as tradition and modernity, conflicts between (and within) indigenous and French social codes; the Algerian war and its legacy; women and Islam. Prerequisite: two French courses above 130 or permission. Ms. Kaufmann/Offered periodically

**ID251 NONGOVERNMENT ORGANIZATIONS: CATALYSTS FOR DEVELOPMENT/SEMINAR**

Many practitioners and theoreticians, disillusioned with governments in the development process, propose building nongovernment organizations (NGOs) as development catalysts. This seminar explores the proposal in light of the difficulties and progress NGOs have experienced. Staff/Offered periodically

**ID253 SOCIAL MOVEMENTS, GLOBALIZATION AND THE STATE/LECTURE, DISCUSSION**

The emergence of global networks or transnational alliances among local, regional and national social movements, international nongovernmental organizations and advocacy groups has been one of the most politically influential aspects of globalization. This course examines what is new about contemporary social movements, the nature of their transnational alliances, and their potential to transform the way states and citizens relate to one another and to the international political arena. The contested nature of civil society, the uneven influence of globalization processes, and changes in the contexts within which local communities and grassroots groups operate are explored through studies of movements concerned with the environment, human rights, development and women. Mr. Fisher/Offered every other year

**ID254 INTER-AMERICAN RELATIONS/SEMINAR**

See Government and International Relations 290.



**ID255 QUALITATIVE RESEARCH METHODS, SKILLS AND APPLICATIONS/LECTURE, DISCUSSION**

See Geography 255.

**ID256 STRUGGLE AGAINST POVERTY/LECTURE, DISCUSSION**

Considers worldwide definitions of poverty, recent trends, causes and effectiveness of different approaches to ameliorate poverty. The course will examine poverty and inequality in a North-South context, taking into account the complex political and cultural issues and perceptions of poverty and wealth around the world. As a final project, each student will prepare a proposal, policy or project designed to alleviate poverty in a specific setting. Staff/Offered periodically

**ID259 RELIGION, IDENTITY AND VIOLENCE IN A GLOBALIZING WORLD/LECTURE, DISCUSSION**

Examines the nature of religion and the interconnections among religious identity, political violence, and globalization in the contemporary world. It will examine conflicts that arise between groups with different religious identities as well as conflicts between religions and secularization. It will consider how globalization has failed to satisfy so many people in the world, why religion has been raised as an alternative, and why the religious rejection of secularization has been so violent. Mr. Fisher/Offered periodically

**ID260 QUANTITATIVE MODELING/LECTURE, DISCUSSION**

Investigates the quantitative and qualitative potential of using mathematical computer models to guide policy in human/environment systems. Students learn to think with a systems perspective while translating their own conceptual models to mathematical models to computer models. Includes lab sessions in the computer room and lectures/discussion in the classroom. Culminates in written and verbal presentations of student projects. Students will gain technical proficiency in Excel and other software designed for sustainability analysis. Students can apply what they have learned in calculus and statistics. Prerequisites are MATH121 or MATH125 or graduate standing or permission. Mr. Pontius/Offered every year

**ID262 FAMINE AND FOOD SECURITY/SEMINAR**

Access to food is a vital concern not only for many poor countries, but also for poor sections of wealthier nations. Food insecurity is a major obstacle to development throughout the world and can lead to environmental degradation, high morbidity, political instability and conflict. Famine, a condition of severe food insecurity, is often the result of a complicated mix of natural and human-generated factors. This class will consider famine and food (in)security from anthropological, sociological, political and economic perspectives. Case studies will include Africa, Asia and Western countries. The relation between food security and development efforts as the bridge between famine relief and development work, which promotes sustainable food security, will be considered. Ms. Hammond/Offered periodically

**ID264 ADVANCED TOPICS IN DEVELOPMENT THEORY**

This seminar provides students with an opportunity to engage in detailed in-depth study of some classical theorists of modernity and development. It aims to establish firm theoretical and textual foundations for the future study of politics, economics, culture and social relations related to "third world development." Topics vary. The theme of the Fall 2004 seminar was: Conversations with the Ghost of Marx. Open to undergraduates with permission. Staff/Offered periodically.

**ID266 PRINCIPLES OF NEGOTIATION AND MEDIATION: AN OVERVIEW OF CONFLICT RESOLUTION APPROACHES**

Offers an overview of the principles of conflict resolution that can be applied internationally as well as interpersonally. A general framework for the understanding of conflict is presented that includes: power-, needs-, interest-, and relationship-based conceptualizations of conflict resolution. Gives students a theoretical as well as practical experience of conflict. It explores some of the psychological obstacles that impede the resolution process and engages in a number of experiential exercises that help the student develop the interpersonal skills needed to transform conflict relationships. ID 266 Offered every year/fall semester/Staff. IDCE 366 Offered every year/spring semester/Ms. Hicks

**ID267 TECHNOLOGY AND SUSTAINABILITY: PERSPECTIVES FROM THE GLOBAL SOUTH/LECTURE, DISCUSSION**

See International Development, Community, and Environment 375.

**ID269 RACED NATURE, GENDERED DEVELOPMENTS: THE POLITICAL ECONOMY OF ENVIRONMENTAL CONSERVATION/SEMINAR**

Concerns about the environment and "local" needs appear central in diverse disciplinary, discursive and organizational realms across the globe. This reading-intensive interdisciplinary seminar will explore the complex and contradictory connections between economic development, the environment, and the needs of "local" peoples. The following questions will frame the seminar discussions: (1) how, why and when did concerns about the "global" environment get linked to economic development? (2) how are "local" peoples shaped by, and shape, these interactions? (3) How do the interconnected discourses of environment and development reconfigure or reinforce existing power relations (especially those that are "raced" and "gendered")? Open to undergraduate students with permission only. Ms. Asher/Offered periodically

**ID271 DIGITAL IMAGE PROCESSING/LECTURE, LABORATORY**

See Geography 293.

**ID273 ADVANCED REMOTE SENSING/LECTURE, LABORATORY**

See Geography 282.

**ID275 GENDER, POLITICS AND DEVELOPMENT IN AFRICA/SEMINAR**

See Government and International Relations 275.

**ID276 SPACIAL DATABASE DEVELOPMENT**

See Geography 285.

**ID277 GENDER, ENVIRONMENT AND DEVELOPMENT/SEMINAR**

See Geography 277.

**ID280 URBAN ECOLOGY: CITIES AS ECOSYSTEMS/LECTURE, DISCUSSION**

See Geography 280.

**ID284 ENVIRONMENT AND DEVELOPMENT IN THE MIDDLE EAST AND NORTH AFRICA/LECTURE, DISCUSSION**

See Geography 284.

**ID285 GENDER AND GLOBAL CHANGE/LECTURE, DISCUSSION**

Explores gender as a variable shaping people's roles, responsibilities, obligations and opportunities across cultures and nations, with particular attention to Third World societies; analyzes transformations taking place in gender roles, relations, et al, in the process of globalization; and clarifies approaches and identifies tools for socioeconomic and gender analysis in the context of participatory research and communi-

ty empowerment. The course focuses on theoretical questions and policy issues, explores methods of gender analysis for research and considers gender-sensitive strategies for alleviating poverty, generating income and empowering disadvantaged social groups. Staff/Offered every other year

**ID286 ADVANCED TOPICS IN COMPARATIVE POLITICS/SEMINAR**

See Government and International Relations 286.

**ID287 POLITICS AND POWER IN THIRD-WORLD SOCIETIES/LECTURE, DISCUSSION**

Examines the evolving nation-state in the Third World, connections between colonialism and Third World political patterns, interaction between politics and internal economic and social forces, as well as the political impact of ideologies. Analyzes the politics of such groups as the landless, urban poor and women; as well as ethnic, religious, clan or caste groups. Examines patron-client relations, political parties, self-help associations and peasant mass movements for their roles in socioeconomic and political change. Staff/Offered periodically

**ID289 DEVELOPMENT POLICY/SEMINAR**

See Geography 289.

**ID290 SENIOR CAPSTONE SEMINAR**

Designed to provide senior international development and social change majors and students entering the B.A./M.A. program the opportunity to apply their undergraduate training to some of the main contemporary and cutting-edge themes in international development, as well as prepare them for further work (either advanced study or entry to the job market) in international development. Themes studied include globalization as it relates to international development, refugees and forced migration, human rights, environmental protection, implications for development of the spread of religious-based extremism, food security, foreign policy and humanitarian aid. Staff/Offered every year

**ID291 REFUGEES AND FORCED MIGRATION/ SEMINAR**

"Forced migration" is a term used to describe the process by which people flee political, religious or social persecution; war or other civil disturbance; natural disasters or environmental causes including famine; and the impacts of development efforts. Forced migrants include refugees, internally displaced persons and resettled or expelled persons. The presence of large numbers of forced migrants may provide not only obstacles and challenges to development, but can also present opportunities for meeting development goals. This seminar examines the causes of forced migration, methods used to respond to such migration by both hosts and migrants themselves, solutions to forced migration and implications for development processes in areas affected by forced migration. Students are introduced to migration theory and practice through anthropological and other social science analysis, legal instruments, policy documents and case studies of the lives of forced migrants and individual assistance operations. Open to graduate students. Undergraduates may register with instructor's permission. Ms. Hammond/Offered periodically

**ID293 ADVANCED TOPICS IN INTERNATIONAL RELATIONS/SEMINAR**

See Government and International Relations 289.

**ID294 PARTICIPATION AND ENVIRONMENTAL MANAGEMENT/LECTURE, DISCUSSION**

Focuses on community-based participation as a means to plan and implement sustainable practices. Examples of local resource user systems are investigated to evaluate how practices of individual managers in the Third World—farmers, herders, fishermen—impact the environment. Staff/Offered every year

**ID296 GIS AND LOCAL PLANNING/SEMINAR, PROJECT**

See International Development, Community, and Environment 388.

**ID297 HONORS THESIS**

Staff/Offered every semester

**ID298 INTERNSHIP**

Contact the International Development, Community and Environment office for internship proposal forms. Staff/Offered every year

**ID299 DIRECTED STUDY**

Students design an independent research course in conjunction with a professor. Staff/Offered every year

**MGMT252 CORPORATE ENVIRONMENTAL MANAGEMENT**

See Management 252.

**PSTD101 AN INTRODUCTION TO PEACE STUDIES AND THE PSYCHOLOGY OF PEACE**

See Peace Studies 101.

**SOC160 GLOBAL CULTURES AND IDENTITIES/LECTURE, DISCUSSION**

See Sociology 160.

**SOC232 POPULATION, ENVIRONMENT AND DEVELOPMENT/VARIABLE FORMAT**

See Sociology 232.

**SOC250 CULTURE, CONSUMPTION AND CLASS IN LOCAL AND GLOBAL CONTEXTS/LECTURE, DISCUSSION**

See Sociology 250.

**SOC255 THE CREATION OF NATIONALISM, NATIONALIST CULTURES AND SYMBOLS/LECTURE, DISCUSSION**

See Sociology 255.

**SOC260 ROOTS AND ROUTES: IMMIGRANTS, DIASPORAS AND TRAVEL/LECTURE, DISCUSSION**

See Sociology 260.

**SOC265 SOCIAL MOVEMENTS: QUEST FOR JUSTICE**

See Sociology 265.

**SOC285 SOCIAL POLICY, IMMIGRATION AND POVERTY/SEMINAR**

See Sociology 285.

**SOC288 GLOBALIZATION: FASHION AND FOUL PLAY/ SEMINAR**

See Sociology 288.



## IDCE GRADUATE PROGRAMS

### Department Faculty

William Fisher, Ph.D., *Director*

Kiran Asher, Ph.D.

David Bell, Ed.D.

Halina Brown, Ph.D.

Mirian Chion, Ph.D.

Timothy Downs, D.Env.

Duncan Earle, Ph.D.

Jude Fernando, Ph.D.

Robert Goble, Ph.D.

Laura Hammond, Ph.D.

Eugenio Marciano, Ph.D.

R. Gil Pontius, Ph.D.

Samuel Ratick, Ph.D.

Laurie Ross, Ph.D.

Jennie Stephens, Ph.D.

### Research Faculty

Cynthia Enloe, Ph.D.

Richard Ford, Ph.D.

Barbara Thomas-Slayter, Ph.D.

### Adjunct Faculty

Charles Agosta, Ph.D.

Yuko Aoyama, Ph.D.

John Baker, Ph.D.

Parminder Bhachu, Ph.D.

Joseph de Rivera, Ph.D.

J. Ronald Eastman, Ph.D.

Jody Emel, Ph.D.

Susan Foster, Ph.D.

Jacqueline Geoghegan, Ph.D.

Dominic Golding, Ph.D.

Beverly C. Grier, Ph.D.

Susan Hanson, Ph.D.

Stanley Herwitz, Ph.D.

Amy Ickowitz, Ph.D.

Douglas Johnson, Ph.D.

Sharon Krefetz, Ph.D.

Laurence A. Lewis, Ph.D.

Todd Livdahl, Ph.D.

Deborah Martin, Ph.D.

Donald Nelson, Ph.D.

Richard Peet, Ph.D.

Colin Polsky, Ph.D.

Paul W. Posner, Ph.D.

Dianne Rocheleau, Ph.D.

John Rogan, Ph.D.

Paul Ropp, Ph.D.

Robert Ross, Ph.D.

Joseph Sarkis, Ph.D.

Srinivasan Sitaraman, Ph.D.

B. L. Turner, Ph.D.

Kristen Williams, Ph.D.

### Affiliate Faculty

Lois Bruinooge, J.D.

Donna Hicks, Ph.D.

Mark Tigan, M.P.A.

### Department Overview

The International Development, Community and Environment Department (IDCE) offers two undergraduate programs and four graduate programs. The two undergraduate programs in International Development and Social Change and Environmental Science and Policy also offer an accelerated B.A./M.A. degree. In addition, the graduate program in Community Development and Planning offers an accelerated B.A./M.A. degree to qualified Clark students. The graduate programs include:

- International Development and Social Change
- Community Development and Planning
- Geographic Information Sciences for Development and Environment
- Environmental Science and Policy

The IDCE Department stresses an interdisciplinary approach linking geography, anthropology, the environmental sciences, economics, government and history. Divisions between disciplines are crossed as students take advantage of courses in the different programs. They develop a multidimensional perspective that is critical to tackling the complex challenges of sustainability, community building and policy making.

For more information, visit the IDCE Web pages at [www.clarku.edu/departments/idce](http://www.clarku.edu/departments/idce).

### About IDCE Graduate Programs

The IDCE graduate programs address one of the greatest challenges of the 21st century: sustaining environmental resources while promoting development. To encourage local and national initiatives, IDCE programs present macro- and micro-level perspectives to build a realistic understanding of development in this era of globalization. Using tools designed specifically to strengthen partnerships, organize information, mobilize resources, monitor environmental trends, and adapt to change, IDCE graduates advance this meaningful work.

This unique approach builds ownership on local levels and fosters alliances among researchers, community groups, governments, and non-governmental organizations. The resulting partnerships encourage encouraging collaborative responses to some of development's most complex problems. Building on 30 years of field experience in North America, Africa, Asia, and Latin America, IDCE promotes a more just, equitable, and sustainable future through the pursuit of four goals:

- 1) Understanding power relationships
- 2) Building community
- 3) Sustaining the environment
- 4) Adapting tools for social change

IDCE explores alternative approaches to overseas and domestic development through five key concepts:

- Combining theory and practice
- Stressing analytical skills
- Focusing on the sustainability transition
- Creating partnerships
- Linking local and global perspectives

## Student-Faculty Research

In their collaborative research projects students and faculty build upon IDCE's interdisciplinary approach to issues of environment and development. Recent student-faculty projects include land use analysis for the Blackstone River Watershed, EPA-supported research on vulnerability to mercury exposure, resettlement evaluation for the USAID in Ethiopia, greenhouse gas emission inventory for the City of Worcester, and assessment of impacts of the Talo Dam in Mali for Cultural Survival.

## Sponsored Student Research

In recent years, IDCE students have been awarded prestigious fellowships to pursue innovative research. These have included Fulbright Fellowships, David L. Boren Fellowships, Mickey Leland International Hunger Fellowships, Catholic Relief Services Fellowships, Compton Mentor Fellowships, Compton Environment and Sustained Development Fellowships, and the E7 Sustainable Energy Scholarship. Others have received Presidential Management Fellowships.

## Program Requirements

Each of IDCE's four graduate programs in International Development and Social Change, Community Development and Planning; Geographic Information Sciences for Development and Environment; and Environmental Science and Policy requires a minimum of 12 graduate course units. These include five required core courses, two skills courses, and five elective courses in the student's field of specialization.

Core courses form a solid foundation, skills develop a tool-kit for fieldwork, and electives give flexibility to develop expertise in one area of specialization. The programs culminate in a final project, research paper or critical review paper.

## COMMUNITY DEVELOPMENT AND PLANNING

### Program Overview

The Community Development and Planning program provides current and up-and-coming community-development practitioners with a strong foundation—based on theory, skill development, and practice—to take on the challenges of urban neighborhood revitalization in the United States.

Through course work, field research, and internships, this program enables students to better understand the complex linkages between local action and processes of policy making at local, state and national levels. Students learn to critically examine the roles and effectiveness of informal neighborhood organizations, banks, private developers, local nonprofits, and government agencies in community development. Graduates gain the expertise to channel private and public community-development funds and programs to address local needs.

Students in this program benefit from a unique interdisciplinary approach to community development that integrates the perspectives and ideas of the other IDCE programs: Environmental Science and Policy, Geographical Information Systems for Development and Environment, and International Development and Social Change.

The Community Development and Planning program offers core courses and hands-on skill development in critical areas such as community development and planning theory, community-development finance, community-development decision making, nonprofit management, conflict mediation, youth and community development, geographic information systems, and research and project-evaluation methods.

In addition, students participate in field research and internships that allow them to learn directly from neighborhood residents and

community-based organizations about their needs, resources, and priorities and how to best mobilize local action to improve neighborhood quality of life.

See [www.clarku.edu/departments/idce/cp](http://www.clarku.edu/departments/idce/cp) for details about the Community Development and Planning program.

## Graduate Requirements

The master's degree in community development and planning requires a minimum of 12 graduate course units. These include five core courses in community development, two skills courses, and five elective courses related to the student's particular interests. An internship with a community organization to provide training in practical skills is strongly recommended. This program culminates with a final research paper or consultancy project.

### Required Core Courses (5)

IDCE314 Research Design and Methods  
IDCE344 Community Development and Planning Theory  
IDCE346 Practicum in Community Development and Planning  
IDCE30218 Community Development Decision Making and Negotiation  
IDCE30289 Community Development Finance

### Skills Courses (A sampling; select two)

GEOG360 Quantitative Modeling  
IDCE325 Data Mining Community Profiles  
IDCE310 Introduction to GIS  
IDCE331 Risk Analysis and Management  
IDCE332 Environmental and Social Impacts Assessment (ESIA)  
IDCE334 Planning and Zoning for Community Developers  
IDCE 335 Strategies for Community Organizing  
IDCE 30240 Community Planning Studio  
IDCE 30225 Grant Writing for Community Developers  
IDCE357 Research Seminar in Dynamic Environmental Modeling  
IDCE363 Decision Methods for Environmental Management and Policy  
IDCE366 Principles of Conflict Negotiation and Mediation  
IDCE388 GIS and Local Planning  
IDCE395 Participation and Environmental Management  
IDCE396 Advanced Topics in GIS  
IDCE30211 Field Research in Youth Development and High-School Transformation  
IDCE30212 Introduction to Computer and Quantitative Methods  
IDCE30292 Participatory Tools for Development, Planning and Action

### Elective Courses (A sampling; select five)

GEOG354 Urban Transportation: Problems and Prospects  
GEOG366 Urban Economic Geography  
IDCE304 International and Comparative Analysis of Community Development  
IDCE30250 Engaging Perspectives in Community Planning  
IDCE347 Globalization: Structure and Dynamics  
IDCE39912 Social Policy, Immigration and Poverty  
IDCE30292 Participatory Tools for Development, Planning and Action  
IDCE30293 Youth and Community Development: Theory, Policy and Practice  
IDCE30296 Nonprofit and NGO Management Issues



## Research Opportunities

IDCE and the George Perkins Marsh Institute, and their partners, the Worcester Youth Center, Regional Environmental Council and Family Health Center, received a prestigious award of \$887,000 over four years from the National Institute of Environmental Health Sciences (NIEHS) and National Institute of Occupational Health and Safety (NIOSH). IDCE professors Timothy Downs and Laurie Ross are the principal investigators of the project, "Strengthening Vulnerable Communities in the Worcester Built Environment," which will engage community planning and development students in gathering qualitative data, including household surveys, community focus groups, and ethnographic studies that capture life stories of residents. The George Perkins Marsh Institute sponsors research through its Clark Labs for Cartographic Technology and Geographic Systems and the Center for Community-Based Development (CCBD) on gender, participation and urban neighborhood planning.

Worcester Education Partnership has received an \$8-million Carnegie Corporation grant to implement systemic education reform in Worcester's secondary schools. Community Development and Planning students are involved in the research on how high-school students experience components of the secondary-school transformation plan.

## Student Opportunities for Internships and Field Research

Students in the Community Development and Planning program have participated in internships and field research, gaining practical experience with nonprofit, grassroots and government organizations. For examples of internships, visit [www.clarku.edu/departments/idce](http://www.clarku.edu/departments/idce).

## ENVIRONMENTAL SCIENCE AND POLICY

### Program Overview

The environmental field in the 21st century is quickly evolving to respond to complex interdependencies between the natural environment and human development. Environmental stewardship requires that we not only understand natural processes, but also how societies interact with their physical environments, how scientists and stakeholders work together to explore policy alternatives and how they apply appropriate technologies to ever-changing conditions.

Clark's innovative master's degree in environmental science and policy develops students' abilities to integrate natural and social sciences to respond to local and global challenges. This program's expertise in risk and vulnerability assessment, environmental justice, institutional dynamics, watershed stewardship, renewable energy and capacity building resonates worldwide. Current student-faculty research includes health-risk analysis, biodiversity conservation, climate-change vulnerability and adaptation, alternative transportation, and impacts assessment. Classes and experiential learning give students essential skills for analysis, planning, implementation and evaluation.

As a member of a close-knit family of graduate programs, the environmental science and policy program is unique. Students are exposed to multiple perspectives and creative, integrated thinking in the classroom and in research. Hallmarks of the environmental science and policy program include:

- **A pioneering spirit:** This program has been a leader in understanding the relationships among science, technology, environment and society for three decades. Clark is world-renowned for its work on the human dimensions of global environmental change.

- **Global relevance:** This program covers the globe, with courses, research and field work that include the United States as well as transitional and developing countries. Environmental science and policy students gain practical skills by working on projects in the United States, Latin America, Asia, Africa and Europe.
- **Dynamic faculty-student research:** As the smallest U.S. research university, Clark offers an elbow-to-elbow research experience with faculty members as they pursue their research on environmental sustainability the world over.

Environmental science and policy graduates are highly sought-after, cross-disciplinary professionals, able to bridge disciplines, interests and cultures to champion more sustainable futures in both developed and developing countries. They work with and between stakeholders to understand needs and priorities; design and implement solutions that are flexible, cost-effective and sustainable; and monitor performance.

Environmental career trends show that employers worldwide seek critical thinkers and doers who champion sustainable solutions that are ecologically responsible, economically rational and sociopolitically equitable. It is rare to find a professional with scientific and technical literacy, GIS capability and knowledge of what it takes to achieve effective stakeholder participation. This program trains a new kind of environmental leader for the 21st century, one who can build bridges among ideas, disciplines, stakeholders and cultures.

Visit the IDCE Web site at [www.clarku.edu/departments/idce/environmentalscience](http://www.clarku.edu/departments/idce/environmentalscience) to learn more details about the program.

## Graduate Requirements

The master's degree in environmental science and policy requires a minimum of 12 graduate course units. These include five required core courses, two skills courses, and five elective courses to provide breadth and depth. The electives typically focus on a topic reflecting the student's particular environmental interest. The environmental science and policy program culminates with a thesis or critical review paper, based on research participation with program faculty or approved affiliated faculty.

### Required Courses (5)

IDCE301 Field Projects  
IDCE363 Decision Methods for Environmental Management  
IDCE382 Management of Environmental Pollutants  
IDCE30209 Project and Professional Development Seminar  
IDCE30287 Fundamentals of Environmental Science and Engineering

### Skills Courses (a sampling; 2 required)

GEOG310 Qualitative Research Methods: Skills and Application  
GEOG371 Groundwater Hydrology and Management  
GEOG382 Advanced Remote Sensing  
GEOG393 Digital Image Processing  
IDCE310 Introduction to GIS  
IDCE324 Computer and Quantitative Methods  
IDCE332 Environmental and Social Impacts Assessment  
IDCE349 Advanced Topics in Spatial Analysis  
IDCE352 Technology and Environmental Assessment  
IDCE357 Dynamic Environmental Modeling  
IDCE366 Principles of Negotiation and Mediation  
IDCE367 Quantitative Modeling  
IDCE388 GIS and Local Planning  
IDCE395 Participation and Environmental Management

IDCE30218 Decision Making and Negotiation in Community Development

IDCE30219 Risk Analysis and Policy Methods

IDCE30290 Participatory Research Methods

### **Elective Courses (5)**

Elective courses provide students the flexibility of designing much of their course work to suit their own needs and to provide depth in a chosen area of focus. Students may take courses offered by the other three graduate programs in IDCE or in other departments, as approved by the graduate program adviser. These courses might include:

CHEM142 Environmental Chemistry

ECON157 Economics of Natural Resources

GEOG377 Gender, Environment and Development

GEOG380 Urban Ecology

GEOG381 Tropical Ecology

GEOG384 Environment and Development in the Middle East and North Africa

IDCE344 Development and Community Planning Theory

IDCE360 Development Theory

IDCE373 Social Movements, Globalization and the State

IDCE30241 Environmental Toxicology

IDCE30246 Cancer: Science and Society

IDCE30251 Limits of the Earth

IDCE30252 Corporate Environmental Management

IDCE30276 Environmental Law

IDCE30288 Applied Ecology

Electives may be formal courses or directed research that supports the student's final research project.

### **Final Research Project**

Students are required to complete either a critical review paper on a selected topic, comprising analysis, synthesis, interpretation and discussion of the literature, and significant original critical thought; or a thesis on a selected topic comprising the same elements as the paper, plus more in-depth original research and field work that contributes new knowledge. The thesis is a preferred option for those considering graduate study in a Ph.D. program once they complete the M.A.

## **GEOGRAPHIC INFORMATION SCIENCES FOR DEVELOPMENT AND ENVIRONMENT**

### **Program Overview**

The master of arts in geographic information sciences for development and environment is designed for practitioners in development, conservation, environmental management and planning, who wish to enhance their skills and knowledge in GIS applications. Sponsored jointly by the Graduate School of Geography and International Development, Community and Environment (IDCE) Department, the M.A. degree is equally suited for professionals re-entering the job market and those seeking GIS experience to strengthen their existing careers. Studies focus on applications of GIS skills to spatial analysis for development and environment in industrial and developing regions.

The program emphasizes building the intellectual breadth required to understand development issues and the technical depth required for GIS analysis. Clark is home to IDRISI, the most widely used raster GIS software in the world, so students are exposed to state-of-the-art development in software modules. The combination of GIS with

IDCE's expertise in international development, environmental-risk and hazards management make this master's program truly unique.

An additional benefit is a strong relationship between the program and a variety of faculty research projects. Classes and field internships create options that focus on applications of GIS to local and community planning. For example, a Clark initiative in local planning applies GIS to help the City of Worcester to revitalize brownfields.

Visit the IDCE Web site at [www.clarku.edu/departments/idce/gis](http://www.clarku.edu/departments/idce/gis) for details about the program.

### **Graduate Requirements**

Twelve graduate course units, including five required core courses and seven electives. The geographic information sciences for development and environment (GISDE) program culminates in a project that utilizes GIS to analyze a problem in environment or development.

### **GISDE Tracks**

GISDE students usually complete the program in three or four semesters. Exceptionally qualified students may complete the GISDE degree in a 12-month intensive track, which requires special permission. All tracks begin in August.

### **Prerequisite**

Proficiency in general computer skills and GIS, either demonstrated in a one-week workshop in August or through Introduction to GIS in the fall term.

### **Master's Degree Requirements**

The master's degree in geographic information sciences for development and environment requires 12 graduate course units. These include five required core courses and seven electives. This program culminates in a project that utilizes GIS to analyze a problem in environment or development. For example, past projects have included "Opium Cultivation and Land Use Change in Northeast Myanmar," "Modeling Land Use and Nutrient Loading for the Onota Lake Watershed," and "GIS Analysis, Monitoring and Modeling of Mangroves in Ecuador."

### **Required Core Courses**

#### **IDCE371 DIGITAL IMAGE PROCESSING**

Analyzes images from remote sensing, such as satellites.

#### **IDCE388 GIS AND LOCAL PLANNING**

Explores applications of vector GIS

#### **IDCE391 GISDE PROFESSIONAL SEMINAR - FIRST SEMESTER**

Examines applications of GIS to environment and development.

#### **IDCE394 GISDE RESEARCH SEMINAR - LAST SEMESTER**

Includes data analysis and completion of the final project.

#### **IDCE396 ADVANCED TOPICS IN GIS**

Considers newest theories and applications in GIS including geodesy, change and time-series analysis, uncertainty, and multicriteria decision making.

### **Skill Electives (such as)**

IDCE314 Research Design and Methods

IDCE324 Computer and Quantitative Methods

IDCE349 Advanced Topics in Spatial Analysis

IDCE385 Research Themes in GIS



**Policy Electives (at least one elective must be a related to policy, such as)**

GEOG351 Resource Geography  
IDCE306 Global Economic Geographies  
IDCE311 African Environment and Geographical Implications  
IDCE343 Human Dimensions of Global Change  
IDCE356 Integrated Natural Resource Management  
IDCE 363 Decision Methods for Environmental Management and Policy  
IDCE 367 Quantitative Modeling  
IDCE 384 Environment and Development Middle East/North Africa

**Student Projects**

Each student completes a project in which an aspect of GIS analysis is applied to a problem in environment and/or development. Work begins on the project in the GEOG391 seminar in the fall and continues in the GEOG394 seminar during the semester of graduation. For the 12-month track, the analysis and summation are carried out in the summer, with formal presentations in August. For the three-semester track, project presentation is in December.

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**INTERNATIONAL DEVELOPMENT AND SOCIAL CHANGE**

**Program Overview**

The master's degree in International Development and Social Change emphasizes the connection between critical thinking and effective action. It is designed for scholars of international development, as well as for present and future practitioners of grassroots, community-based development.

Offering alternatives to centralized planning and implementation, the International Development and Social Change master's program has been a pioneer in participatory development and a leading force to create tools for social change. The challenge for 21st-century development is to promote development and sustain environmental resources through local planning and action. The IDCE participatory approach creates ownership on local levels while fostering partnerships between local institutions and external agencies.

This master's program helps students to reach innovative solutions to development problems by building understanding of the complex causes, influences and implications of poverty, social injustice and conflict. Rooted in the belief that effective approaches merge many disciplines, the master's program in international development employs a cross-disciplinary focus, with faculty from anthropology, economics, environmental sciences, women's studies, geography, history, government and management. Links with collaborating institutions in countries such as Kenya, Nepal, Ghana, India, Senegal and Mexico provide important real-world perspectives and field-work opportunities.

The international development and social change master's program has three key elements:

- Challenging conventional ideas about development and seeking innovative alternatives.
- Understanding how the interplay of power relationships gives rise to social injustice and inequity.
- Exploring the linkages between critical thinking and effective development practices at the community, regional, national and global levels.

Courses introduce alternative and traditional theories and provide practical skills to advance professional goals in development. The unique blend of theory and practice enables students to link local planning and action to policy making at different levels. The program also focuses on gender issues and social justice, bridging differences in postconflict areas, building alliances among institutions, and learning from the voices of marginalized people.

Visit the IDCE Web site at [www.clarku.edu/departments/idce/id](http://www.clarku.edu/departments/idce/id) for more details about the program.

**Graduate Requirements**

The master's degree in international development and social change requires a minimum of 12 graduate course units. These include five required core courses, two skills courses, and five elective courses in the student's field of specialization. The international development program culminates in a final research paper.

Through action-oriented, critical studies linking theory and practice, this master's program offers opportunities to specialize in such topics as political economy, conflict and development, culture and development, resource management, community-based development, or gender and development.

**Core Required Courses (5)**

IDCE314 Research Design and Methods  
IDCE360 Development Theory  
IDCE361 Development Program and Project Management  
IDCE30213 Master's Final Research Paper Workshop  
IDCE30217 Economic Fundamentals for International Development

**Skill Courses (A sampling, two required)**

GEOG382 Advanced Remote Sensing  
GEOG393 Digital Image Processing  
IDCE310 Introduction to GIS  
IDCE331 Risk Analysis and Management  
IDCE332 Environmental and Social Impacts Assessment  
IDCE357 Dynamic Environmental Modeling  
IDCE366 Principles of Conflict Negotiation and Mediation  
IDCE367 Quantitative Modeling  
IDCE388 GIS and Local Planning  
IDCE395 Participation and Environment  
IDCE396 Advanced Topics in GIS  
IDCE30212 Introduction to Computers and Quantitative Methods  
IDCE30219 Risk Analysis: Policy and Methods  
IDCE30290 Participatory Research Methods  
IDCE30291 Qualitative Research Design and Methods  
IDCE30292 Participatory Tools for Development, Planning and Action  
IDCE30294 Theoretical Perspectives and Practical Decision Making in Development

**Elective Courses (Five required)**

Students select electives to focus their research and deepen their understanding of one of the following areas: conflict and development, culture and development, political economy, gender and development, resource management, community-based development or geographical information systems.

## **IDCE Graduate Courses**

### **BIOL301 ECOLOGY OF ATLANTIC SHORES/LECTURE, FIELD TRIP**

See Biology 201.

### **BIOL316 ECOLOGY/LECTURE, LABORATORY**

See Biology 216.

### **BIOL317 ECOLOGY OF INFECTIOUS DISEASE/SEMINAR**

See Biology 217.

### **GEOG326 SOCIAL THEORIES OF ENVIRONMENTAL RISKS AND HAZARDS/SEMINAR, LECTURE, DISCUSSION**

See Geography 226.

### **GEOG337 FEMINISM, NATURE AND CULTURE/ SEMINAR**

See Geography 237.

### **GEOG347 INTERMEDIATE QUANTITATIVE METHODS IN GEOGRAPHY/LECTURE, LABORATORY**

See Geography 247.

### **GEOG350 TECHNOLOGY AND ENVIRONMENTAL ASSESSMENT/SEMINAR**

See Geography 250.

### **GEOG351 SEMINAR IN RESOURCE GEOGRAPHY: THEORY AND METHOD/SEMINAR**

See Geography 351.

### **GEOG354 URBAN TRANSPORTATION: PROBLEMS AND PROSPECTS/LECTURE, DISCUSSION**

See Geography 254.

### **GEOG357 INTERNET GEOGRAPHY: SOCIOECONOMIC IMPACTS OF INFORMATION TECHNOLOGIES/LECTURE, DISCUSSION**

See Geography 257.

### **GEOG365 GRADUATE SEMINAR IN ECONOMIC GEOGRAPHY/SEMINAR**

See Geography 365.

### **GEOG366 URBAN ECONOMIC GEOGRAPHY/ SEMINAR**

See Geography 262.

### **GEOG371 GROUNDWATER HYDROLOGY AND MANAGEMENT/LECTURE, DISCUSSION**

See Geography 271.

### **GEOG399 DIRECTED RESEARCH: NASA UAV PROJECT**

See Geography 290.

### **IDCE300 SOCIAL ANALYSIS AND ACTION—NORTH AND SOUTH/SEMINAR**

Focuses on a critical concern for this century—the enduring inequalities that plague much of the world's population. With the scale of human poverty increasing, discrimination in all forms—whatever their basis—bear close examination. This course in social-relations analysis explores the patterns and trends creating and maintaining disadvantage; it identifies approaches to social impact assessment (SIA) and enables students to work in teams to assess the structures, processes and politics of disadvantage in a specific social system. Staff/Offered every other year

### **IDCE301 FIELD PROJECTS**

### **IDCE303 CULTURE, CONSUMPTION AND CLASS IN LOCAL AND GLOBAL CONTEXTS/LECTURE, DISCUSSION**

See Sociology 250.

### **IDCE304 INTERNATIONAL AND COMPARATIVE ANALYSIS OF COMMUNITY DEVELOPMENT**

See International Development and Social Change 204.

### **IDCE305 QUALITATIVE RESEARCH METHODS**

### **IDCE306 GLOBAL ECONOMIC GEOGRAPHIES/SEMINAR**

See Geography 256.

### **IDCE307 THE MEDICINE WHEEL: HEALTH, ILLNESS AND WELLNESS IN GLOBAL PERSPECTIVE**

See International Development and Social Change 207.

### **IDCE308 COMPARATIVE POLITICS OF WOMEN/ LECTURE, DISCUSSION**

See Government and International Relations 208.

### **IDCE309 ROOTS AND ROUTES: IMMIGRANTS, DIASPORAS AND TRAVEL/LECTURE, DISCUSSION**

See Sociology 260.

### **IDCE310 INTRODUCTION TO GIS/LECTURE, LABORATORY**

See International Development and Social Change 190.

### **IDCE311 AFRICAN ENVIRONMENTS AND GEOGRAPHICAL IMPLICATIONS/LECTURE, DISCUSSION**

See Geography 211.

### **IDCE312 FAMINE AND FOOD SECURITY/SEMINAR**

See International Development and Social Change 262.

### **IDCE313 LATIN-AMERICAN POLITICS/LECTURE, DISCUSSION**

See International Development and Social Change 213.

### **IDCE314 RESEARCH DESIGN AND METHODS/GRADUATE SEMINAR**

Reviews topics in social research design and methodology including problem definition, research strategies, measurement, sampling, and data collection techniques and procedures. Staff/Offered every year

### **IDCE317 ADVANCED TOPICS IN INTERNATIONAL RELATIONS/SEMINAR**

See Government and International Relations 289.

### **IDCE318 SEMINAR IN PHYSICAL ENVIRONMENT AND DEVELOPMENT/SEMINAR**

See Geography 218.

### **IDCE319 POLITICS AND DEVELOPMENT IN SOUTHERN AFRICA/SEMINAR**

See Government and International Relations 219.

### **IDCE320 CHILD LABOR GLOBALIZATION/SEMINAR**

See Government and International Relations 218.

### **IDCE321 THE FRENCH-SPEAKING WORLD/LECTURE, DISCUSSION**

See International Development and Social Change 249.

### **IDCE325 DATA MINING COMMUNITY PROFILES/7-WEEK MODULE, 1/2 CREDIT**

This is a series of practical exercises in acquiring and manipulating data, mainly from the U.S. census online, in order to create a profile of a city or neighborhood. Income, poverty and linguistic isolation are examples. The course does not assume or use probability statistics, but it does make heavy use of spreadsheets and arithmetic. Student will take away templates that will allow them to perform profiles anywhere they go. Reading load is light; Internet and spreadsheet computer work is moderately heavy. Mr. Ross/Offered periodically

### **IDCE326 GLOBAL POLITICS OF DEVELOPMENT/LECTURE, DISCUSSION**

See Government and International Relations 227.

### **IDCE328 ECONOMIC DEVELOPMENT/LECTURE, DISCUSSION**

See Economics 228.

### **IDCE329 MANAGEMENT OF ARID LANDS/ LECTURE, SEMINAR**

See Geography 228.

### **IDCE330 HUMAN-ENVIRONMENT/NATURE-SOCIETY SCIENCE AND STUDY/SEMINAR**

See Geography 330.



**IDCE331 RISK ANALYSIS AND MANAGEMENT**

Draws together disparate theories and methods for risk analysis of health, environmental and technological problems. Includes dose-response calculations, exposure assessment, modeling, fault-tree analysis, uncertainty and risk communication. Covers intermediate statistics, Monte Carlo methods and forecast evaluation. Developed and developing country case studies will be compared. Mr. Downs/Offered periodically

**IDCE332 ENVIRONMENTAL AND SOCIAL IMPACTS ASSESSMENT**

Beginning with the U.S. context in Part 1, we explain the fundamentals of impact studies, including basic documents, required processing for documentation, and agency and public involvement in the assessment process. We cover key elements of impact analysis within categories including land use, economic factors, air quality, historic resources, wetlands and wildlife. An emphasis is placed here on which indicators of impact are used for each category and how they are measured. In Part 2, turning to developing country contexts, we discuss appropriate methodologies, needs and challenges. Case studies are used extensively for discussion. The Integrated State of the Environment (ISoE) reporting method for policy making is used in Part 3 to assess the state of an environment and the consequences of development policies. Mr. Downs/Offered every year

**IDCE333 POPULATION, ENVIRONMENT AND DEVELOPMENT/VARIABLE FORMAT**

See Sociology 232.

**IDCE334 PLANNING AND ZONING FOR COMMUNITY DEVELOPERS**

This course introduces students to the history, theories and principles of urban and regional planning. It explores planning tools, such as comprehensive planning and zoning, and their implications for the management of public resources. Staff/Offered every year

**IDCE335 STRATEGIES FOR COMMUNITY ORGANIZING/7-WEEK MODULE, 1/2 CREDIT**

The objectives and strategies of community organizers in the United States since the early-20th century are reviewed, from Hull House to Alinsky to faith-based organizing. The course concludes with a discussion on whether globalization makes a difference or whether community organizing does. When possible, discussions with regional veterans will be part of the course. Reading load is moderate. Mr. Ross/Offered periodically

**IDCE337 CULTURE, POLITICS, AND INTERNATIONAL DEVELOPMENT/LECTURE, DISCUSSION**

See International Development and Social Change 245.

**IDCE339 COUNTRY AND CULTURE/LECTURE, DISCUSSION**

See Geography 239.

**IDCE340 HUMAN RIGHTS AND INTERNATIONAL POLITICS/LECTURE, DISCUSSION**

See Government and International Relations 240.

**IDCE341 MANAGEMENT OF NONGOVERNMENTAL ORGANIZATIONS**

This seminar provides students with the knowledge and skills needed for effective management and leadership in the nongovernmental organizations (NGO) in the United States and abroad. It provides an understanding of the historical and philosophical foundations of the NGO sector and its evolution as the "third sector" in the post-Cold War political economy. It also explores perspectives on the management, fundraising, leadership and governance issues in the NGO sector, as well as its strengths and limitations vis-à-vis the governmental

and the for-profit organizations in sustainable development.

Mr. Fernando/Offered periodically

**IDCE343 SEMINAR IN HUMAN DIMENSIONS OF GLOBAL CHANGE: IMPACTS AND SOCIETAL RESPONSES/GRADUATE SEMINAR**

See Geography 343.

**IDCE344 COMMUNITY DEVELOPMENT AND PLANNING THEORY/SEMINAR**

Explores the various theories, debates and strategies regarding the development of urban communities. Students analyze and critique traditional and emerging community-development frameworks, strategies and tools. Local community-development practitioners present a field perspective. Required for community development and planning program. Ms. Ross/Offered every year

**IDCE346 PRACTICUM IN COMMUNITY DEVELOPMENT AND PLANNING**

Engages students to work as a team on a critical community-development project. Students gain skills in field research, applied qualitative and quantitative data analysis, multidisciplinary teamwork, negotiation with clients, and writing professional reports. Practicum clients and topics have included a project with the Worcester Public Schools to involve public-school students in urban secondary-school reform and work with the City of Worcester and two community-development corporations on assessing the economic impact of housing production in low-income neighborhoods. Ms. Ross/Offered every year

**IDCE347 GLOBALIZATION: FASHION AND FOUL PLAY/SEMINAR**

See Sociology 288.

**IDCE349 ADVANCED TOPICS IN SPATIAL ANALYSIS**

See Geography 349.

**IDCE352 TECHNOLOGY AND ENVIRONMENTAL ASSESSMENT SEMINAR**

A survey of analytic techniques used in evaluating environmental conditions and the impacts of technology. These techniques consist of formal methods such as cost-benefit, risk-benefit, cost effectiveness and decision analysis. They also include methods used to elicit human judgment and behavioral responses in evaluating complex environmental and technical systems. Draws on case studies and teaches students to make both quantitative and qualitative assessments.

Mr. Ratick/Offered every year

**IDCE353 INTERNATIONAL POLITICAL ECOLOGY/LECTURE, DISCUSSION**

See Geography 353.

**IDCE354 BEYOND VICTIMS AND GUARDIAN ANGELS: THIRD WORLD WOMEN, GENDER AND DEVELOPMENT/SEMINAR**

See International Development and Social Change 209.

**IDCE355 SOCIAL FORESTRY, AGROECOLOGY AND DEVELOPMENT/SEMINAR**

See Geography 355.

**IDCE357 RESEARCH SEMINAR IN DYNAMIC ENVIRONMENTAL MODELING**

See Environmental Science and Policy 256.

**IDCE358 ADVANCED TOPICS FOR INTERNATIONAL DEVELOPMENT/1/2 CREDIT, 7 WEEK MODULE**

*International Feminist Thinking/Seminar:* This seminar explores how advocates pursuing women's rights and empowerment develop their own thinking about causes and impacts through their activist organizing and strategizing. Among the cases we will delve into are the Egyptian feminists of the 1920s, Argentinian feminists of the 1980s-1990s, and Nicaraguan feminists of the early 2000s. Ms. Enloe/Offered fall semester

**IDCE359 HUMANITARIAN ASSISTANCE IN CONFLICT/POSTCONFLICT**

In developing countries, conflict is often primarily a result of competition over access to scarce resources. Attempts to improve people's access to resources can have both constructive and harmful implications for reconciliation and peace-building processes. Interpersonal and inter-group tensions can impact the design and delivery of assistance long after the violence has ended. This course will explore the intricacies of providing humanitarian and development assistance in conflict and post-conflict situations. It will examine the practical aspects of working on conflict zones and of providing assistance to people who have been affected by war: the displaced, victims of violence, the traumatized, and others who live in environments made insecure by conflict. Staff/Offered every year

**IDCE360 DEVELOPMENT THEORY**

An interdisciplinary graduate seminar which provides a critical overview of classical and contemporary theories of development by introducing students to writings on development across many disciplines (political economy, anthropology, geography, sociology, feminist theory). The seminar encourages students to think historically, politically and analytically about the multiplicity of development processes and the complex relations of power that underlie them. Ms. Asher, Mr. Bell/Offered every year

**IDCE361 DEVELOPMENT PROGRAM AND PROJECT MANAGEMENT/SEMINAR**

Explores relationships between development theory and project implementation, management, budget monitoring, scheduling and evaluation. Focuses on problem identification, developing project proposals designing environmental and social-impact assessments and creating evaluation frameworks. Emphasizes case studies. Mr. Fisher, Ms. Hammond/Offered every year

**IDCE363 DECISION METHODS FOR ENVIRONMENTAL MANAGEMENT AND POLICY/LECTURE, DISCUSSION**

Information on environmental-impact assessments needs to be systematically organized and analyzed to be useful in the decision-making process. This course provides a survey of methods that are currently used to aid environmental decision makers (who include policy makers, environmental managers and affected populations). Covers techniques such as: decision analysis, benefit/cost analysis, multicriteria evaluation, multiobjective analysis, multiattribute utility theory, the analytical hierarchy process, and spatial-analytical methods using geographical information systems. These methods will be evaluated with respect to their theoretical foundations, systems formulation and appropriate application. A critical evaluation of the strengths and weaknesses of these methods will also be discussed. Seniors with permission only. Mr. Ratick/Offered every year

**IDCE364 SEMINAR ON MONITORING AND EVALUATING DEVELOPMENT PROJECTS**

Reviews the growing literature relating to the theory and methods of evaluation to learn from mistakes of past development projects in order to design more effective ones in the future. Participants think through the implications of the review in evaluating development projects of their own choice. Staff/Offered periodically

**IDCE366 PRINCIPLES OF NEGOTIATION AND MEDIATION: AN OVERVIEW OF CONFLICT RESOLUTION APPROACHES**

See International Development and Social Change 266.

**IDCE367 QUANTITATIVE MODELING**

See Geography 260.

**IDCE369 RELIGION, IDENTITY AND VIOLENCE IN A GLOBALIZING WORLD/LECTURE, DISCUSSION**

See International Development and Social Change 259.

**IDCE370 ANIMAL AGRICULTURE/LECTURE, DISCUSSION**

See Geography 370.

**IDCE371 DIGITAL IMAGE PROCESSING/LECTURE, LABORATORY**

See Geography 293.

**IDCE373 SOCIAL MOVEMENTS, GLOBALIZATION AND THE STATE/LECTURE, DISCUSSION**

The emergence of global networks or transnational alliances among local, regional and national social movements, international non-governmental organizations and advocacy groups has been one of the most politically influential aspects of globalization. This course examines what is new about contemporary social movements, the nature of their transnational alliances, and their potential to transform the way states and citizens relate to one another and to the international political arena. The contested nature of civil society, the uneven influence of globalization processes, and changes in the contexts within which local communities and grassroots groups operate are explored through studies of movements concerned with the environment, human rights, development and women. Mr. Fisher/Offered every other year

**IDCE375 GENDER AND GLOBAL CHANGE/LECTURE, DISCUSSION**

See International Development and Social Change 285.

**IDCE376 SPACIAL DATABASE DEVELOPMENT**

See Geography 285.

**IDCE377 GENDER, ENVIRONMENT AND DEVELOPMENT/SEMINAR**

See Geography 277.

**IDCE378 THE CREATION OF NATIONALISM, NATIONALIST CULTURES AND SYMBOLS/LECTURE, DISCUSSION**

See Sociology 255.

**IDCE379 20TH-CENTURY LATIN AMERICA/PROSEMINAR**

See History 275.

**IDCE380 URBAN ECOLOGY: CITIES AS ECOSYSTEMS/LECTURE, DISCUSSION**

See Geography 280.

**IDCE381 POLITICS AND POWER IN THIRD-WORLD SOCIETIES/LECTURE, DISCUSSION**

See International Development and Social Change 287.

**IDCE382 MANAGEMENT OF ENVIRONMENTAL POLLUTANTS/SEMINAR**

See Environmental Science and Policy 282.

**IDCE384 ENVIRONMENT AND DEVELOPMENT IN THE MIDDLE EAST AND NORTH AFRICA/LECTURE, DISCUSSION**

See Geography 284.

**IDCE385 RESEARCH THEMES IN GIS****IDCE386 ADVANCED TOPICS IN COMPARATIVE POLITICS/SEMINAR**

See Government and International Relations 286.

**IDCE388 GIS AND LOCAL PLANNING/SEMINAR, PROJECT**

Provides field training with Global Positioning System (GPS) receivers, and explores issues and procedures involved in the application of GIS to local government and land-use planning. Develops hands-on familiarity with Arc/Info vector-based system and its application in database development (data conversion), routine data management and planning. Prerequisites: ID190 or permission. Mr. Marcano/Offered every semester



**IDCE389 DEVELOPMENT POLICY/SEMINAR**

See Geography 289.

**IDCE390 CDP RESEARCH AND COMMUNICATION SEMINAR**

This seminar advances research and communication skills by working on specific projects proposed by students. Students will refine their research questions or objectives, design a research methodology, and prepare a presentation of their project. This seminar focuses on the research process and the delivery of information rather than the research content. The first part of the course includes an overview of research approaches in community development and planning, as well as data interpretation, definition of assumptions, policy inferences, and assessment of contextual situations. The second part focuses on the review and discussion of students' projects to refine the overall research design. Projects can be at any stage of development, from a preliminary proposal to a completed report or thesis. The third part consists of presentations by students of their proposals or findings with the intent of sharpening their delivery and communication skills.

Ms. Chion/Offered every year

**IDCE391 GISDE PROFESSIONAL SEMINAR**

Required for M.A. in Geographic Information Sciences for Development and Environment. The seminar is restricted to GISDE M.A. students and focuses on applications of GIS and formulation of the research proposal. Examines applications of GIS to environment and development. Mr. Marciano/Offered every year

**IDCE392 GISDE RESEARCH SEMINAR**

Restricted to students of M.A. in GISDE. Students work with the adviser on a research project. This is for students who opt to focus extra effort on the master's research project. Staff/Offered every semester

**IDCE394 GISDE RESEARCH SEMINAR**

Required for M.A. in Geographic Information Sciences for Development and Environment. The seminar is restricted to GISDE/M.A. students and focuses on the research project. Staff/Offered every semester

**IDCE395 PARTICIPATION AND ENVIRONMENTAL MANAGEMENT/LECTURE, DISCUSSION**

See International Development and Social Change 294.

**IDCE396 ADVANCED TOPICS IN GIS**

See Geography 397.

**IDCE397 MASTER'S THESIS**

Master's degree candidates may register while working on research for their thesis or published paper. Staff/Offered every year

**IDCE398 INTERNSHIP/FIELD WORK**

Graduate students may elect to take graduate credit for extended internships. Permission of instructor. Contact the IDCE Office for internship proposal forms. Staff/Offered every semester

**IDCE399 INDEPENDENT STUDY**

Staff/Offered every semester

**IDCE30203 PROGRAM EVALUATION: MEASURING THE IMPACT OF HUMAN SERVICE AND COMMUNITY DEVELOPMENT**

See International Development and Social Change 203.

**IDCE30206 TECHNOLOGY AND SUSTAINABILITY: PERSPECTIVES FROM THE GLOBAL SOUTH/LECTURE, DISCUSSION**

See Geography 275.

**IDCE30207 GENDER, MILITARIZATION AND DEVELOPMENT/7-WEEK MODULE (1/2 CREDIT)**

This intensive seven-week seminar explores how the processes of militarization—in war time and in alleged peacetime—rely on certain ideas and policies about masculinity and femininity. Asking, "Where are the women?" will be central to the entire course. Among countries considered will be the Philippines, Rwanda, Afghanistan and Chile. Among the topics whose gendered dynamics affecting development will be investigated are violence against women, militias, peacekeeping efforts, trade in small arms, definitions of "security" and the interventions of foreign governments and aid agencies. Ms. Enloe/Offered periodically

**IDCE30209 PROJECT AND PROFESSIONAL DEVELOPMENT**

Staff/Offered every year

**IDCE30211 FIELD RESEARCH IN YOUTH DEVELOPMENT AND HIGH-SCHOOL TRANSFORMATION/SEMINAR**

Students engage in research on youth development in the context of urban high-school transformation. They work on a research team consisting of the instructor and two IDCE graduate students. Students participate in the creation of interview instruments, focus-group protocols and survey designs. They conduct the interviews and focus groups with high-school students in Worcester's new small schools. Students are also involved in data analysis and report writing. Ms. Ross/Offered every semester

**IDCE30212 INTRODUCTION TO QUANTITATIVE METHODS IN GEOGRAPHY/LECTURE, LABORATORY**

See Geography 110.

**IDCE30213 MASTER'S FINAL RESEARCH PAPER/WORKSHOP (1/2 CREDIT PER SEMESTER)**

Optional yearlong seminar for second-year IDCE master's degree students writing their final research paper. Staff/Offered every year

**IDCE30214 LANDSCAPE ECOLOGY/LECTURE, DISCUSSION**

See Geography 232.

**IDCE30216 SUSTAINABLE FISHERIES MANAGEMENT**

See Environmental Science and Policy 253.

**IDCE30217 ECONOMIC FUNDAMENTALS FOR INTERNATIONAL DEVELOPMENT**

This course is primarily intended for students entering the IDCE masters program. Its objectives are to introduce economic history, as well as microeconomics and macroeconomics to the noneconomist, while illustrating practical applications of these techniques in real-world situations. A flexible seminar format is used, in recognition of the diverse backgrounds and perspectives that students bring to this class. Staff/Offered every year

**IDCE30218 COMMUNITY-DEVELOPMENT DECISION MAKING AND NEGOTIATION**

The field of community development and related professions demand that a practitioner have informed and timely decision-making skills. Daily compromises and negotiations characterize the profession. This course will blend the academic approach to the subjects with the case study of real-world experiences of the instructor. Instruction will include a range of decision options, multiple criteria analysis, value prioritization, information collection and its weighing of quality and relevance. A combination of extensive readings and lectures, case studies and modeling of decision criteria will be employed. A particular emphasis will be on decisions typical to the field of community development, after treatment of generic decision theory. Mr. Tigan/Offered every year

**IDCE30219 RISK ANALYSIS: POLICY AND METHODS/1/2 CREDIT/SEVEN WEEK MODULE**

See Environmental Science and Policy 265.

**IDCE30220 ADVANCED REMOTE SENSING/LECTURE, LABORATORY**

See Geography 282.

**IDCE30221 EDUCATION, COMMUNITY AND DEVELOPMENT/SEMINAR**

See International Development and Social Change 221.

**IDCE30221 EDUCATION, COMMUNITY AND DEVELOPMENT**

See International Development and Social Change 221.

**IDCE30222 ADVANCED TOPICS IN DEVELOPMENT THEORY**

See International Development and Social Change 264.

**IDCE30224 PARTICIPATORY PROJECT EVALUATION**

Provides students with an understanding of the conceptual, methodological and practical aspects of field-based project evaluation in international development and the social context of interests and concerns within which such evaluations occur. The course covers systematically all phases of evaluation research, and places particular emphasis on the evaluation process as a collaborative undertaking that engages the participation of local resource persons (project staff, beneficiaries, local experts), adding value in the form of ownership, knowledge and improved project design. Staff/Offered every year

**IDCE30225 GRANT WRITING FOR COMMUNITY DEVELOPERS/SEMINAR, 1/2 CREDIT, 7 WEEK MODULE**

Students go through a step-by-step process to gain fundamental grant research and writing skills. Writing problem statements, goals and objectives statements, program activities, evaluation templates, and logic models are covered. Students learn about public and private funding sources. The end product of this seven-week module is a completed grant proposal for an organization of the student's choosing. Ms. Ross/Offered every year

**IDCE30233 GENDER, POLITICS AND DEVELOPMENT IN AFRICA/SEMINAR**

See Government 275.

**IDCE30235 LATINO AND LATIN-AMERICAN DEVELOPMENT ALTERNATIVES/SEMINAR**

See International Development and Social Change 235.

**IDCE30240 COMMUNITY PLANNING STUDIO**

This studio focuses on the development of a specific community plan. This includes an assessment of existing conditions and their development potential; an understanding of the community goals; and the drafting of a plan, policies, and regulations. For example, the planning studio has studied the Mission neighborhood in San Francisco in the development of its community plan and zoning controls. This planning studio identified specific policies and regulations that could enhance the economic and cultural vitality of the neighborhood, while retaining the existing population and workers. Ms. Chion/Offered every year

**IDCE30241 ENVIRONMENTAL TOXICOLOGY/LECTURE, DISCUSSION**

See Environmental Science and Policy 241.

**IDCE30246 CANCER: SCIENCE AND SOCIETY/SEMINAR**

See Environmental Science and Policy 246.

**IDCE30247 ECONOMICS OF POPULATION/LECTURE, DISCUSSION**

See Economics 247.

**IDCE30250 EMERGING PERSPECTIVES IN COMMUNITY PLANNING/SEMINAR**

Community planning is an emerging field facing major challenges. Practitioners are in great need of new thoughts and new tools that allow them to confront the great pressures of corporate power against the quality of life of a community. This seminar includes a discussion of new debates in the field through books, professional reports, and films. The intent of the seminar is to gain a broader understanding of the challenges of community development and to sketch new ideas and strategies to cope with those challenges. Through this effort, students acquire skills to analyze the social and political tensions inherent in community planning and have the opportunity to define their own political and professional positions. Ms. Chion/Offered every year

**IDCE30251 LIMITS OF THE EARTH/SEMINAR**

See Environmental Science and Policy 251.

**IDCE30252 CORPORATE ENVIRONMENTAL MANAGEMENT**

See Management 252.

**IDCE30253 INTERNATIONAL POLITICAL ECONOMY**

See Government and International Relations 226.

**IDCE30263 THE CLIMATE SYSTEM AND GLOBAL ENVIRONMENTAL CHANGE/LECTURE, DISCUSSION**

See Geography 263.

**IDCE30265 SOCIAL MOVEMENTS: QUEST FOR JUSTICE**

See Sociology 265.

**IDCE30269 RACED NATURE, GENDERED DEVELOPMENTS: THE POLITICAL ECONOMY OF ENVIRONMENTAL CONSERVATION/SEMINAR**

See International Development and Social Change 269.

**IDCE30272 ADVANCED TOPICS ON LATIN AMERICA: MANY MEXICOS/RESEARCH SEMINAR**

See History 272.

**IDCE30275 GENDER IN DEVELOPMENT PLANNING/7-WEEK MODULE (1/2 CREDIT)**

This seminar focuses on practical issues of incorporating gender concerns into development policy, programs and projects. It is offered as a graduate seminar that meets for seven weeks and draws on a wide variety of readings as well as the practical experience of seminar participants. The course assumes some basic knowledge of the women in development/gender and development literature. The purposes of the seminar are to: 1) examine analytical frameworks for incorporating gender into development planning and practice; 2) explore gender dynamics within donor, government and non-governmental organizations to understand processes of institutional and organizational change that will institutionalize gender equity and mainstream gender issues; 3) explore ways to develop gender-sensitive indicators as well as gender-sensitive monitoring and evaluation for various types of programs and projects; 4) consider best practices for integrating gender into organizations, programs and projects; and 5) develop strategies for mainstreaming gender issues in development discourse. Ms. Thomas-Slayter/Offered periodically

**IDCE30276 ENVIRONMENTAL LAW/LECTURE, DISCUSSION**

See Government and International Relations 276.

**IDCE30286 SUSTAINABILITY, INSTITUTIONS AND POLICY MAKING/SEMINAR**

See Environmental Science and Policy 286.



**IDCE30287 FUNDAMENTALS OF ENVIRONMENTAL SCIENCE AND ENGINEERING/SEMINAR**

Covers key scientific and technical topics and emphasizes quantitative skills of problem solving. Topic areas include: mass and energy transfer, environmental chemistry, mathematics of growth, risk assessment, water pollution and air pollution. The course aims to provide a solid foundation in important scientific aspects of environmental problems, complementing policy-oriented courses. Above all the course is designed to make students literate and comfortable with the language used to describe and analyze physicochemical processes. Study journals and homework problems are used to encourage literacy. Math skills emphasized. Mr. Downs/Offered every year

**IDCE30288 APPLIED ECOLOGY**

This course is intended to reacquaint students with a selection of the physical and ecological principles that structure natural ecosystems, investigate how humans have altered natural ecosystems by failing to understand these principles and show (or suggest) how natural ecosystems can be returned to "health" by application of these same physical and ecological principles. The objective of the course is not to provide students with material to be memorized, but rather to give an appreciation of how disruption of physical and ecological factors and processes lead to environmental problems, and how a proper understanding of the factors and processes can assist in remedying the situation. The role of societal features (human needs and desires, political realities, etc.) in both causing the problems and remedying them will be a consistent, though low-level theme. Staff/Offered every year

**IDCE30289 COMMUNITY DEVELOPMENT FINANCE/ LECTURE, DISCUSSION**

This course introduces students to the field of community development, with a particular focus on finance. The class explores the roles of various "field actors," such as developers, community-based community-development corporations, other nonprofits, for profits, banks, local governments and low-income residents. Students learn about the use of governmental subsidies to achieve public purposes, hot and cold commercial real-estate markets, the basics of identifying financial gaps in public-spirited projects, the financial analysis necessary to attract debt and stimulate equity investment, strategies to fill the gaps and ways to sustain projects. Familiarity with Excel spreadsheets is useful. Mr. Tigan/Offered every year

**IDCE30290 PARTICIPATORY RESEARCH METHODS/SEMINAR**

Explores a range of participatory, action-oriented and empowering approaches and methods of inquiry. The course provides a learning environment and a process that enables students to deepen their understanding of the theory and practice of participatory research. It provides an opportunity to practice specific methods and strategies and to develop critical criteria and skills for implementing and assessing participatory methods. The course balances the theoretical and conceptual dimensions of participatory research and inquiry (through readings, case studies and reflection on personal practice) with the application of participatory skills, methods and strategies. Mr. Bell/Offered fall semester

**IDCE30291 QUALITATIVE RESEARCH METHODS, SKILLS AND APPLICATIONS/LECTURE, DISCUSSION**

Provides an introduction to qualitative inquiry and explores the major assumptions, language and logic of qualitative research. The course emphasizes the modes of thinking and specific practices of qualitative research and focuses on conceptualizing and designing qualitative studies. It explores the issues and practices of qualitative inquiry; empha-

sizes strategies for developing research questions; and covers methods for data gathering, analysis and interpreting qualitative research. Mr. Bell/Offered spring semester

**IDCE30292 PARTICIPATORY TOOLS FOR DEVELOPMENT, PLANNING AND ACTION/7-WEEK MODULE IN PARTICIPATION IN RURAL AND URBAN SETTINGS (1/2 ACADEMIC CREDIT)**

In the last decade, participation has become a buzzword in development circles. Currently the concept is evolving into a more broadly cast approach called community development, community-based development (CBD), asset-based community development (ABCD), or community-driven development. While many publications and case studies have appeared on these approaches, there is a distinct lack of a systematic or structured methodology in presentation, execution, implementation or evaluation of CBD. In this course, students make such applications more systematic by reviewing the literature on participation, examining several development case studies that apply participatory tools and gaining experience in the use of participatory techniques in an urban setting. Mr. Ford, Ms. Ross/Offered every year

**IDCE30293 YOUTH AND COMMUNITY DEVELOPMENT: THEORY, POLICY AND PRACTICE/SEMINAR**

This course integrates readings, class discussion and field observations to understand the complex relationships between youth and community development. It provides an overview of adolescent development, with a specific focus on urban teens. Students are introduced to the strengths and challenges of young people growing up in inner-city neighborhoods. The course examines neighborhoods and after-school programs as particularly important contexts for youth development. Students discover that few youth-development programs address community-level factors that influence young people's futures, and conversely, few community-development initiatives involve youth as key actors in the development process. As a final project, students develop proposals based on evidence and driven by theory to begin to fill this critical gap. Ms. Ross/Offered every year

**IDCE30294 THEORETICAL PERSPECTIVES AND PRACTICAL DECISION MAKING IN DEVELOPMENT/ 7-WEEK MODULE (1/2 ACADEMIC CREDIT)**

This course focuses on four theoretical perspectives on development and their implications for practical decision making in regard to policies and programs for two fishing communities in the fictitious country of Arcadia. Five key intellectual questions shape our discussions: Who are the disadvantaged in a given social system? What is the nature of their disadvantage? What are the social relations (structures and organizations) that maintain their disadvantage? What are the historical patterns and trends in these social relations? What are the relationships among the local, national and international levels in creating and perpetuating these disadvantages? Ms. Thomas-Slayer/ Offered every year

**IDCE30296 NONPROFIT AND NGO MANAGEMENT ISSUES/7-WEEK MODULE**

This course is designed for anyone currently, or intending to, work, run, fund or start a nonprofit or nongovernmental organization. This class is taught from the perspective of community-spirited action directed at social, economic and housing programs and projects. Although the emphasis is on domestic nonprofit organizations, some of the sessions deal with international NGOs. In addition, many of the domestic issues (e.g. financial management and board of directors' relations) are transferable to international organizations. Major topics covered include board relations, financial management and reporting, and personnel management. Full Credit. Mr. Tigan/Offered every year

**IDCE30297 REFUGEES AND FORCED MIGRATION/ SEMINAR**  
See International Development and Social Change 291.

**IDCE39912 SOCIAL POLICY, IMMIGRATION AND POVERTY/SEMINAR**  
See Sociology 285.

## INTERNATIONAL STUDIES STREAM

### Program Faculty

David Angel, Ph.D.  
Yuko Aoyama, Ph.D.  
Kiran Asher, Ph.D.  
Michael Bamberg, Ph.D.  
David Bell, Ed.D.  
Parminder Bhachu, Ph.D.  
Sarah Buie, M.F.A.  
Paul Burke, Ph.D.  
Carol D'Lugo, Ph.D.  
Marvin D'Lugo, Ph.D.  
Joseph de Rivera, Ph.D.  
Patrick Derr, Ph.D.  
William Ferguson, Ph.D.  
Everett Fox, Ph.D.  
Wayne Gray, Ph.D.  
Beverly C. Grier, Ph.D.  
Douglas Little, Ph.D.  
Bruce London, Ph.D.  
James T. Murphy, Ph.D.  
Simon Payaslian, Ph.D.  
Richard Peet, Ph.D.  
Paul W. Posner, Ph.D.  
Dianne Rocheleau, Ph.D.  
Paul Ropp, Ph.D.  
Robert Ross, Ph.D.  
Walter Schatzberg, Ph.D.  
Valerie Sperling, Ph.D.  
Michael Spingler, Ph.D.  
Barbara Thomas-Slayter, Ph.D.  
Maurice Weinrobe, Ph.D.  
Kristen Williams, Ph.D.

### Program Overview

The International Studies Stream is an innovative option within Clark's Program of Liberal Studies, which offers students the opportunity to structure their broad liberal-arts education by focusing on international themes and issues.

To succeed in contemporary society, students must be familiar with the different ways common problems—such as economic growth, immigration, social welfare and environmental regulation—are dealt with across the globe. Students need to understand the historical, social and political foundations for these differences, and they need to be able to assess their own societies within an international context.

The International Studies Stream helps students understand the implications of global integration for cultural identity, economic growth, peace, security and development. Language and cultural studies provide the skills necessary for effective participation in the global economy.

This program infuses students' educational experiences with an international perspective. Through courses, guest speakers, internships

and study-abroad opportunities, the International Studies Stream provides the broad-based international experience students will need in our increasingly global society.

### A flexible curriculum

The foundation of the International Studies Stream is a set of courses with an international focus and enhanced language training designed to place the experience of the United States and other countries in global context.

The curriculum incorporates the best elements of undergraduate teaching: team-taught interdisciplinary courses; small classes taught in seminar format; genuine language proficiency developed in part through study outside the United States; extension of academic activities beyond the classroom through field trips, speakers programs and other informal activities; and careful mentoring of students.

This program recognizes that success in most careers now requires international perspective and language skills. International Studies Stream curriculum can be combined with any major, and is flexible enough to address the educational needs of aspiring bankers, journalists, attorneys, physicians, grassroots organizers and many others.

### A New Concentration

The University has approved a new Globalization and Society concentration for those International Studies Stream students who wish to deepen their globalization studies. The specific course requirements will be announced during the 2005-06 academic year.

### Requirements

Students in any major may participate in the International Studies Stream. The program is intended to provide focus for a student's studies rather than to impose many additional requirements. The stream includes a broad range of courses and extracurricular activities from which students can select to create an appropriate, challenging program of study. Successful completion of the stream will be designated on students' transcripts.

Requirements for the stream are:

- The core course: IDND066 Global Society
- A follow-up to Global Society, IDND067 Problems of Globalization
- Program of Liberal Studies (PLS) requirements—All Clark undergraduates are required to complete eight PLS courses: a verbal-expression course, a formal-analysis course, and six perspectives courses. Students in the International Studies Stream automatically satisfy at least four of the eight PLS requirements by taking internationally focused courses in the aesthetic perspective, comparative perspective, historical perspective, language and culture perspective, and values perspective. Students may fulfill the verbal-expression requirement in or out of the stream; the formal-analysis and scientific-perspective requirements are not part of the stream. See the perspectives course listings at the end of this section.
- Expanded foreign-language proficiency—Beyond the Program of Liberal Studies language and culture perspective requirement, International Studies Stream students complete two additional semesters of language study or demonstrate competence equivalent to two years of language study at the college level. Clark offers courses in French, Spanish, German, Russian, Japanese, Chinese and Hebrew. Proficiency tests for other languages can be arranged.



- Study-abroad experience—U.S. students in the stream must complete at least one unit of study outside of the United States. They may participate in a semester or yearlong study-abroad program, a May-term or summer course, or an internship. Clark study-abroad sites include Namibia, England, Scotland, China, France, Germany, Japan, Luxembourg or Spain. For further information, see “Office of Study Abroad Programs.” International students, whose study-abroad experience is at Clark, complete an internship with an international agency in the United States, or a research project focused on an international issue. Please note: Participation in the International Study Stream is not required to participate in study-abroad programs.

### **Perspectives Courses**

The following courses are approved for credit in the International Studies Stream.

#### **Aesthetic Perspective**

ARTH010 Stone Age to Our Age: Monuments and Masterpieces of Western Art  
 ARTH155 Art of Africa, Oceania and Native America  
 ARTH156 Art of Black Africa  
 ARTH160 Arts of Asia  
 ARTH161 Arts of Islam  
 SCR121 Survey of International Film Movements  
 SPAN246 Studies in Spanish Cinema  
 SCR101 Introduction to Screen Studies  
 SCR248 Studies in Latin-American Cinema  
 SCR263 History of French Cinema

#### **Comparative Perspective**

CMLT130 The National Imagination  
 ECON010 Economics: A Comparative Approach  
 ECON100 The Global Economy  
 ECON177 Chinese and Japanese Economies  
 FREN249 The French-Speaking World  
 GEOG016 Introduction to International Economies  
 GEOG030 Immigrants and the City: The World Comes to Worcester  
 GEOG127 Political Economy of Development  
 GEOG152 Geography of Globalization  
 GEOG170 Divided Cities, Connected Lives  
 GEOG179 International Political Ecology  
 GOVT070 Introduction to Comparative Politics  
 GOVT208 Comparative Politics of Women  
 HIST124 Ethnicity and Nationalism  
 HIST251 Comparative Study of Revolution: The French Revolution of 1789 and the Beginnings of Modern Revolutions  
 ID131 Local Action, Global Change  
 ID170 Ecology and Economy in the Tropics  
 ID120 Introduction to Social Anthropology  
 ID125 Tales from the Far Side: Development and Underdevelopment  
 ID212 Women and Social Change  
 PSTD120 International Conflict Management  
 SOC100 Introduction to Sociology  
 SOC256 Class, Status and Power

#### **Historical Perspective**

GOVT103 Africa and the World  
 HIST062 War and Peace in the Middle East  
 HIST070 Our European Roots: Western Civilization from Ancient Hebrews through the Renaissance and Reformation  
 HIST071 Our European Roots: Western Civilization from the 17th-Century to the Present  
 HIST080 Introduction to Modern Asia  
 HIST084 Japanese Civilization  
 HIST177 Latin America 1825  
 HIST181 Chinese Civilization  
 HIST182 Modern China: 1880 to the Present  
 HIST184 Modern Japan  
 HIST255 Global Relations: 20th Century

#### **Language and Culture Perspective**

CHIN101/CHIN102 Introductory Chinese  
 FREN136 Studies in the Evolution of French Culture  
 FREN101/FREN102 Elementary French I, II  
 FREN103 Elementary French  
 FREN105/FREN106 Intermediate French I, II  
 FREN120 Ways of Writing, Ways of Speaking  
 GERM101/GERM102 Introductory German I, II  
 GERM103/GERM104 Intermediate German I, II  
 GERM131 Spoken and Written German  
 GERM156 The Modern German Short Story  
 GRK101/GRK102 Introductory Greek I, II  
 HEBR101/HEBR102 Elementary Hebrew I, II  
 HEBR103 Intermediate Hebrew  
 HEBR104 Intermediate/Advanced Hebrew  
 HEBR105 Advanced Hebrew  
 HEBR199 Advanced Topics  
 JAPN101/JAPN102 Elementary Japanese I, II  
 JAPN103/JAPN104 Intermediate Japanese I, II  
 JAPN105 Advanced Japanese  
 LAT101/LAT102 Introductory Latin  
 RUSS101/RUSS102 Introductory Russian I, II  
 RUSS103/RUSS104 Intermediate Russian I, II  
 RUSS299 Advanced Topics: Russian Literature and Grammar  
 SPAN101/SPAN102 Elementary Spanish I, II  
 SPAN103 Elementary Spanish Intensive  
 SPAN105/SPAN106 Intermediate Spanish I, II  
 SPAN127 Practice in Oral and Written Spanish  
 SPAN131 Readings in Hispanic Literatures

#### **Values Perspective**

IDND066 Global Society  
 HIST272 19th- and Early-20th Century European Values (Circa 1800-1930)  
 HIST033 Confucianism, Buddhism: Cultural Heritage of East Asia  
 PHIL105 Personal Values  
 PHIL107 AIDS: Ethics and Public Policy  
 PHIL130 Medical Ethics  
 PHIL132 Social and Political Ethics  
 PHIL150 Philosophy of Religion  
 PHIL221 Social and Political Philosophy  
 PSTD170 Introduction to Peace Studies  
 SOC204 The Holocaust: A Study of Genocide  
 SPAN152 Hispanic Literature of Political Commitment

### **Verbal Expression**

CMLT188 The Culture of the Weimer Republic in Literature, Film and the Arts

HIST032 Africa's 21st Century: Three Alternative Models

### **Courses**

**ARTH010 FROM THE STONE AGE TO OUR AGE: MONUMENTS AND MASTERPIECES OF WESTERN ART/LECTURE, DISCUSSION**

See Art History 010.

**ARTH155 ART OF AFRICA, OCEANIA AND SOUTHWESTERN NATIVE AMERICA/LECTURE, DISCUSSION**

See Art History 155.

**ARTH156 ARTS OF BLACK AFRICA/LECTURE, DISCUSSION**

See Art History 156.

**ARTH160 THE ARTS OF ASIA/LECTURE, DISCUSSION**

See Art History 160.

**ARTH161 THE ARTS OF ISLAM/LECTURE, DISCUSSION**

See Art History 161.

**CHIN101 ELEMENTARY CHINESE/ LECTURE, DISCUSSION**

See Chinese 101.

**CMLT130 THE NATIONAL IMAGINATION**

See Comparative Literature 130.

**ECON010 ECONOMICS: A COMPARATIVE APPROACH/LECTURE, DISCUSSION**

See Economics 010.

**ECON100 EFFICIENCY, JUSTICE, AND FREEDOM/FIRST-YEAR SEMINAR**

See Economics 100.

**ECON177 JAPANESE AND CHINESE ECONOMIES/LECTURE, DISCUSSION**

See Economics 177.

**FREN101 ELEMENTARY FRENCH/LECTURE, DISCUSSION**

See French 101.

**FREN103 ELEMENTARY FRENCH: INTENSIVE/ LECTURE, DISCUSSION**

See French 103.

**FREN105 INTERMEDIATE FRENCH I/LECTURE, DISCUSSION**

See French 105.

**FREN106 INTERMEDIATE FRENCH II/LECTURE, DISCUSSION**

See French 106.

**FREN108 LITERATURE AND ART OF REVOLT IN MODERN FRANCE/FIRST-YEAR SEMINAR**

See French 108.

**FREN120 WAYS OF WRITING, WAYS OF SPEAKING**

See French 120.

**FREN136 STUDIES IN THE EVOLUTION OF FRENCH CULTURE/LECTURE, DISCUSSION**

See French 136.

**GEOG016 INTRODUCTION TO ECONOMIC GEOGRAPHY/ LECTURE, DISCUSSION**

See Geography 016.

**GEOG127 POLITICAL ECONOMY OF DEVELOPMENT/LECTURE**

See Geography 127.

**GEOG152 GEOGRAPHY OF GLOBALIZATION/FIRST-YEAR SEMINAR**

See Geography 152.

**GEOG179 GLOBALIZATION, ENVIRONMENT AND JUSTICE/ LECTURE, DISCUSSION, FIRST-YEAR SEMINAR (IN ALTERNATE YEARS)**

See Geography 179.

**GERM101 INTRODUCTORY GERMAN/ LECTURE, DISCUSSION**

See German 101.

**GERM103 INTERMEDIATE GERMAN I/LECTURE, DISCUSSION**

See German 103.

**GERM104 INTERMEDIATE GERMAN II/ LECTURE, DISCUSSION**

See German 104.

**GERM131 GERMAN CULTURE AND CONVERSATION/LECTURE, DISCUSSION**

See German 131.

**GERM188 THE CULTURE OF THE WEIMAR REPUBLIC IN LITERATURE, FILM AND THE ARTS/LECTURE, DISCUSSION**

See German 188.

**GOVT070 INTRODUCTION TO COMPARATIVE POLITICS/ LECTURE, DISCUSSION**

See Government and International Relations 070.

**GOVT102 WOMEN AND WAR/FIRST-YEAR SEMINAR**

See Government and International Relations 102.

**GOVT103 AFRICA AND THE WORLD/LECTURE, DISCUSSION**

See Government and International Relations 103.

**GOVT177 TRANSITIONS TO DEMOCRACY/LECTURE, DISCUSSION**

See Government and International Relations 177.

**GOVT208 COMPARATIVE POLITICS OF WOMEN/ LECTURE, DISCUSSION**

See Government and International Relations 208.

**GOVT260 DEMOCRATIC THEORY/ LECTURE, DISCUSSION**

See Government and International Relations 260.

**GRK101 INTRODUCTORY GREEK I, II/LECTURE, DISCUSSION**

See Greek 101.

**HEBR101 ELEMENTARY HEBREW I/ LECTURE, DISCUSSION**

See Hebrew 101.

**HEBR102 ELEMENTARY HEBREW II/LECTURE**

See Hebrew 102.

**HEBR103 INTERMEDIATE HEBREW/LECTURE, DISCUSSION**

See Hebrew 103.

**HEBR104 INTERMEDIATE-ADVANCED HEBREW/LECTURE, DISCUSSION**

See Hebrew 104.

**HEBR105 ADVANCED HEBREW/LECTURE, DISCUSSION**

See Hebrew 105.

**HEBR297 SEC. 6 SPECIAL TOPICS IN HEBREW/DISCUSSION**

See Hebrew 297 Sec. 6.

**HIST033 CONFUCIANISM, DAOISM, BUDDHISM: THE CULTURAL HERITAGE OF CHINA/FIRST-YEAR SEMINAR**

See History 033.

**HIST062 WAR AND PEACE IN THE MIDDLE EAST/FIRST-YEAR SEMINAR**

See History 062.

**HIST070 OUR EUROPEAN ROOTS: WESTERN CIVILIZATION FROM ANCIENT HEBREWS THROUGH THE RENAISSANCE AND REFORMATION/LECTURE, DISCUSSION**

See History 070.

**HIST071 OUR EUROPEAN ROOTS: WESTERN CIVILIZATION FROM THE 17TH CENTURY TO THE PRESENT/LECTURE, DISCUSSION**

See History 071.

**HIST080 INTRODUCTION TO MODERN ASIA/LECTURE, DISCUSSION**

See History 080.



**HIST084 JAPANESE CIVILIZATION/LECTURE, DISCUSSION**

See History 084.

**HIST181 CHINESE CIVILIZATION/LECTURE, DISCUSSION**

See History 181.

**HIST182 MODERN CHINA/LECTURE, DISCUSSION**

See History 182.

**HIST184 MODERN JAPAN/LECTURE, DISCUSSION**

See History 184.

**ID120 INTRODUCTION TO CULTURAL ANTHROPOLOGY/LECTURE, DISCUSSION**

See International Development and Social Change 120.

**ID125 TALES FROM THE FAR SIDE: DEVELOPMENT AND UNDERDEVELOPMENT/LECTURE, DISCUSSION**

See International Development and Social Change 125.

**ID131 LOCAL ACTION, GLOBAL CHANGE/LECTURE, DISCUSSION**

See International Development and Social Change 131.

**ID170 ECOLOGY AND ECONOMY IN THE TROPICS/ LECTURE, DISCUSSION**

See International Development and Social Change 170.

**ID182 ARE WE MODERN YET?/FIRST-YEAR SEMINAR**

See International Development and Social Change 182.

**IDND066 GLOBAL SOCIETY**

The globalization of cultural, economic and political life is one of the defining modernist themes of the 20th century. The signs of international interdependence are everywhere, from the rise of Japanese automobile factories in the heartland of the United States to the success of Hollywood movies in eastern Europe and beyond. And yet in the midst of the apparent triumph of globalization, diverse examples of fragmentation and local action and initiative also capture our attention. The great international institutions of the 20th century—the United Nations, the World Bank, and the new World Trade Organization—are also challenged by ethnic nationalism, economic protectionism, and growing introspection on the part of many countries. This course provides a wide-ranging introduction to these twin themes of global and local action, and serves as the foundation for study within the International Studies Stream at Clark University. Fulfills the Values Perspective. Staff/Offered every year

**IDND067 PROBLEMS OF GLOBALIZATION**

This course examines some of the problems posed by globalization in the early 21st century. The issues examined include the environment, gender, HIV/AIDS, trade, debt and structural adjustment policies of the World Bank and IMF, tourism, terrorism, cultural homogenization, population movements, war, refugees, and human rights. The course focuses in particular on the impact of globalization on the Global South or the formerly colonized regions of the world. Taken as a follow-up to IDND 066.

**IDND067 PROBLEMS OF GLOBALIZATION**

See Government and International Relations 067.

**JAPN101 ELEMENTARY JAPANESE/LECTURE, DISCUSSION**

See Japanese 101.

**JAPN103 INTERMEDIATE JAPANESE/LECTURE, DISCUSSION**

See Japanese 103.

**JAPN105 ADVANCED JAPANESE/LECTURE, DISCUSSION**

See Japanese 105.

**LAT101 INTRODUCTORY LATIN**

See Latin 101.

**PHIL105 PERSONAL VALUES/LECTURE, DISCUSSION**

See Philosophy 105.

**PHIL107 LOGIC AND LEGAL ANALYSIS/LECTURE, DISCUSSION**

See Philosophy 107.

**PHIL130 MEDICAL ETHICS/LECTURE, DISCUSSION**

See Philosophy 130.

**PHIL132 SOCIAL AND POLITICAL ETHICS/LECTURE, DISCUSSION**

See Philosophy 132.

**PHIL150 PHILOSOPHY OF RELIGION/LECTURE, DISCUSSION**

See Philosophy 150.

**PHIL221 SOCIAL AND POLITICAL PHILOSOPHY/ LECTURE, DISCUSSION**

See Philosophy 221.

**PSTD101 AN INTRODUCTION TO PEACE STUDIES AND THE PSYCHOLOGY OF PEACE**

See Peace Studies 101.

**SCRN010 INTRODUCTION TO SCREEN ARTS/LECTURE, DISCUSSION**

See Screen Studies 010.

**SCRN121 INTERNATIONAL FILM ART MOVEMENTS/ LECTURE, DISCUSSION**

See Screen Studies 121.

**SCRN263 TOPICS IN FRENCH CINEMA/ LECTURE, DISCUSSION**

See Screen Studies 263.

**SOC010 INTRODUCTION TO SOCIOLOGY/VARIABLE FORMAT**

See Sociology 010.

**SOC160 GLOBAL CULTURES AND IDENTITIES/LECTURE, DISCUSSION**

See Sociology 160.

**SOC200 CLASS, STATUS AND POWER/VARIABLE FORMAT**

See Sociology 200.

**SPAN101 ELEMENTARY SPANISH I, II/DISCUSSION**

See Spanish 101.

**SPAN103 ELEMENTARY SPANISH: INTENSIVE/ LECTURE, DISCUSSION**

See Spanish 103.

**SPAN105 INTERMEDIATE SPANISH I/LECTURE, DISCUSSION**

See Spanish 105.

**SPAN106 INTERMEDIATE SPANISH II/LECTURE, DISCUSSION**

See Spanish 106.

**SPAN127 PRACTICE IN ORAL AND WRITTEN SPANISH/LECTURE, DISCUSSION**

See Spanish 127.

**SPAN131 READINGS IN HISPANIC LITERATURES/LECTURE, DISCUSSION**

See Spanish 131.

**SPAN238 HISPANIC LITERATURE OF POLITICAL COMMITMENT/LECTURE, DISCUSSION**

See Spanish 238.

**SPAN246 STUDIES IN SPANISH CINEMA/LECTURE, DISCUSSION**

See Spanish 246.

**SPAN248 STUDIES IN LATIN-AMERICAN CINEMA/LECTURE, DISCUSSION**

See Spanish 248.

## MANAGEMENT

### Program Faculty

Edward J. Ottensmeyer, Ph.D., *Chair*  
Priscilla Elsass, Ph.D., *Acting Chair*  
Margarete Arndt, D.B.A.  
Barbara Bigelow, Ph.D.  
Mary-Ellen Boyle, Ph.D.  
Gary Chaison, Ph.D.  
Pilsik Choi, Ph.D.  
Keith Coulter, Ph.D.  
Dileep Dhavale, Ph.D.  
Laura Graves, Ph.D.  
Joseph Sarkis, Ph.D.  
Inshik Seol, Ph.D.  
Richard Spurgin, Ph.D.  
Joel Sternberg, Ph.D.  
Maurry Tamarkin, Ph.D.  
Jing Zhang, Ph.D.

### Adjunct Faculty

Jeffrey Clopeck, J.D.  
John L. Crawley, M.S., J.D.  
Jane Gilligan, M.A.  
Michael Holbrook, M.B.A.  
Irene Houle, M.B.A.  
Gerald McCarthy, Ph.D.  
Thomas Millott, J.D.  
Saeed Mohaghegh, M.B.A.  
John Rainey, M.B.A.  
Ruth Rowan, M.B.A., C.F.A.  
Dan Sullivan, M.B.A.  
Kristi Thompson, M.B.A.  
Dennis Wadsworth, Ph.D.  
Russell Wass, M.S.M.

### Visiting Faculty

Donna Gallo  
William Mosher, Ph.D.

### Emeriti Faculty

Robert Bradbury, Ph.D.  
Harold T. Moody, Ph.D.

### Program Overview

The Graduate School of Management offers four programs for undergraduates: the undergraduate major, the undergraduate minor, the five-year B.A./M.B.A. program, and the five-year B.A./M.S.F. program. Interested students should contact the director of program management and planning in the Graduate School of Management. Students should refer to the Graduate School of Management catalog for additional information on the M.B.A. and M.S.F. programs.

### Major Requirements

The management major incorporates a variety of disciplines to form an applied preprofessional program. Required and optional courses include offerings from a number of academic departments. The undergraduate management major and the M.B.A. and M.S.F. programs are accredited by the AACSB-International—The Association to Advance Collegiate Schools of Business.

The required curriculum for management majors consists of eight prerequisite courses taken during the freshman and sophomore years, and eight required courses taken during the junior and senior years. Students must have at least a 2.0 overall grade-point average to declare management as a major. Students must take courses in the management major for letter grades. A 2.0 cumulative grade-point average in the major courses is required for graduation. Students interested in graduate study toward an M.B.A. or M.S.F. degree through Clark's five-year program are encouraged to minor in management.

### Prerequisite Courses:

#### Freshman/Sophomore Years

MATH113 Mathematical Problem Solving or MATH120 Calculus I  
ECON010 Economics: A Comparative Approach  
ECON160 Introduction to Statistical Analysis or PSYC105 Quantitative Methods  
MGMT100 The Art and Science of Management  
MGMT101 Principles of Accounting  
MGMT104 Introduction to Management Information Systems  
MGMT170 Managerial Communications  
MGMT203 Management Accounting

### Required Courses:

#### Junior/Senior Years

MGMT210 Management and Behavioral Principles  
MGMT230 Marketing Management  
MGMT240 Corporate Finance  
MGMT250 Operations Management  
MGMT260 Applying the Art and Science of Management  
MGMT262 Legal and Ethical Perspectives on Business  
Two Management Electives\*  
(\*MGMT299 may not be used to fulfill the management elective requirement.)

### Management Minor

Students with a primary interest in liberal arts, but who also want exposure to business-related topics, should consider management as an undergraduate minor. The required curriculum for management minors consists of six courses in management, including MGMT100. Of the remaining five management courses, three must be at the 200 level.

### Accelerated Degree Program

Management offers an accelerated B.A./Master's degree program to eligible students. For more information, visit <http://www.clarku.edu/accelerate>.

### Graduate Programs

#### Master of Science in Finance

The Clark University M.S.F. program is a rigorous curriculum focusing on the skills and knowledge required to apply advanced financial theories to complex financial management problems. To be successful in this program, students need to have strong mathematical skills, along with prior courses in the following areas:

- Financial Accounting
- Economic Theory
- Statistics



### **M.S.F. Requirements**

The curriculum for the M.S.F. consists of the following courses, totaling 10 units of credit:

- FIN5301 Stock and Bond Valuation (1/2 unit)
- FIN5302 Quantitative Techniques for Derivatives Valuation (1/2 unit)
- FIN5311 Portfolio Management (1/2 unit)
- FIN5309 Financial Econometrics (1/2 unit)
- FIN5201 Case Studies in Corporate Finance (1 unit)
- FIN5310 Case Studies in Derivatives (1 unit)
- FIN5207 Advanced Derivatives (1 unit)
- FIN5208 Fixed Income Securities (1 unit)
- FIN5203 Investment Strategies (1 unit)
- FIN5281 Case Studies in International Finance (1 unit)

### **Master's in Business Administration**

The Clark University M.B.A. program develops competence in basic management functions, skill in managing organizations and an understanding of the global environment. Each graduate of Clark's M.B.A. program is able to demonstrate:

- Competence in the functional areas of management
- In-depth understanding of one of the functional areas of management, health administration or global business
- Skill in integrating the management functions into an effective organization, and understanding the legal, political, ethical, social and environmental responsibilities of management
- Appreciation of the global context in which most organizations function; and
- The leadership and communication skills needed to formulate and implement management decisions.

### **M.B.A. Requirements**

The M.B.A. curriculum consists of a combination of seven-week course modules and full-semester, 14-week courses. Modular courses count as 1/2-unit each, while a full semester course counts as one unit. A total of 16 units are required to complete the degree. Four of the units (seven courses) may be waived if equivalent courses have been completed in an undergraduate program, with a grade of B– or better. A graduate internship is required for all students with less than three years work experience in the United States. In addition, students must fulfill a math entrance requirement.

#### **Required Foundation Courses**

- ECON4004 Management Economics (1/2 unit)
- STAT4005 Statistical Methods (1/2 unit, waivable)
- STAT4006 Management Decision Models (1/2 unit)

#### **Required Functional Courses**

- MGMT4301 Creating Effective Organizations: Strategic Decision Making (1 unit)
- MGMT4302 Creating Effective Organizations: Leadership (1 unit)
- ACCT4100 Foundations of Accounting (1 unit)
- FIN4201 Financial Management (1/2 unit)
- FIN5301 Stock and Bond Valuation or
- FIN5302 Quantitative Techniques for Derivatives Valuation (1/2 unit)
- MKT4401 Marketing Management (1/2 unit)
- MKT4402 Marketing Strategy and Simulation (1/2 unit)

- MIS4501 Management Information Systems (1/2 unit)
- MIS Seven-week elective (1/2 unit)
- OM4601 Operations Management (1/2 unit)

#### **Required General Management Courses**

- MGMT4709 Business in Society (1/2 unit)
- MGMT 4707 International Management and Global Competition (1/2 unit)
- MGMT 4708 Contemporary Business Law (1/2 unit)
- Capstone (1 unit)

### **Capstones**

In the final stages of the M.B.A. curriculum, each student must complete a course that integrates their academic program and provides a professional, cross-disciplinary, career-building experience. Students have the opportunity to apply their academic skills to the world of practice through courses such as Management Consulting Projects (CAP5792), Entrepreneurship (CAP5900), Leadership and Decision Making in Organizations (CAP5784) and Global Business Seminar (CAP5783). Students enrolled in the health-care management concentration should notify the GSOM program director before enrolling for a capstone; students in other concentrations choose from capstone options that best complement their selected area of focus.

### **Concentration and Free Electives**

In addition to the courses listed above, students must take three to four units in one area of concentration, plus additional electives in any other area to total 16 units for the entire program. Students may choose from the following areas of concentration:

#### **Accounting**

- ACCT5101 Financial Accounting and Reporting I (1 unit)
- ACCT5102 Financial Accounting and Reporting II (1 unit)
- ACCT5103 Management Accounting (1 unit)
- ACCT5104 Accounting Information Systems (1 unit)
- ACCT 5105 Financial and Operational Auditing (1 unit)
- ACCT5106 Management Control Systems (1 unit)
- ACCT5107 Analysis of Financial Statements (1 unit)
- ACCT5108 Business Analysis and Valuation (1 unit)
- ACCT5109 Nonprofit Accounting (1 unit)
- ACCT/FIN5206 Tax Strategies and Management Decisions (1 unit)

#### **Expanded Accounting Option**

The expanded accounting concentration satisfies the 150-hour, post-secondary-education requirement for the Certified Public Accountant (CPA) examination. It also allows students an opportunity to prepare for the Certified Management Accountant (CMA) examination. Students pursuing this option must complete the foundation, functional and general management courses, along with the following six courses:

- ACCT5101 Financial Accounting and Reporting I
- ACCT5102 Financial Accounting and Reporting II
- ACCT5103 Management Accounting
- ACCT5104 Accounting Information Systems
- ACCT5105 Financial and Operational Auditing
- ACCT/FIN5206 Tax Strategies and Management Decisions

## **Finance**

FIN5201 Case Studies in Corporate Finance (1 unit)  
FIN5203 Investment Strategies (1 unit)  
FIN5206 Tax Strategies and Management Decisions (1 unit)  
FIN5207 Advanced Derivatives (1 unit)  
FIN5208 Fixed Income Securities (1 unit)  
FIN5281 Case Studies in International Finance (1 unit)  
FIN5301 Stock and Bond Valuation (1/2 unit)  
FIN5302 Quantitative Techniques for Derivatives Valuation (1/2 unit)  
FIN5309 Financial Econometrics (1/2 unit)  
FIN5310 Case Studies in Derivatives (1 unit)  
FIN5311 Portfolio Management (1/2 unit)  
FIN5900 Technical Analysis (1 unit)  
FIN5900 Real Estate Finance (1 unit)  
FIN6000 Financial Institutions (1/2 unit)  
ACCT5107 Analysis of Financial Statements (1 unit)  
ACCT5108 Business Analysis and Valuation (1 unit)

## **Global Business**

FIN5281 International Finance (1 unit, required for concentration)  
MKT5482 International Marketing (1 unit, required for concentration)  
MGMT4712 International Transactions (1/2 unit)  
MGMT5407 International Labor Relations (1/2 unit)  
MGMT5783 Global Business Seminar (1 unit)  
MGMT5900 Global Entrepreneurship (1 unit)  
MGMT5900 Doing Business in Northern Europe (1 unit)  
MGMT6000 Global Business Teams (1/2 unit)

## **Health Care Management**

Students concentrating in health-care management must take the following six courses (four units):

HCM4800 Health Systems (1 unit)  
HCM4806 Strategic Management of Health-Care Organizations (1 unit)  
HCM4810 Revenue Issues in Health-Care Organizations (1/2 unit)  
HCM4811 Management Control in Health-Care Organizations (1/2 unit)  
HCM4812 Topics in Institutional Management (1/2 unit)  
HCM4813 Topics in Ambulatory-Care Management (1/2 unit)  
MGMT4305 Career Development (1/2 unit)  
MGMT4701 Organizational Communication (1/2 unit)  
MGMT5401 The Contemporary Workplace (1/2 unit)  
MGMT5402 Discrimination in Employment (1/2 unit)  
MGMT5304 Negotiation and Conflict Resolution (1/2 unit)  
MGMT5305 Industrial Relations (1/2 unit)  
MGMT5306 Collective Bargaining (1/2 unit)  
MGMT5307 International Labor Relations (1/2 unit)  
MGMT5604 Services Management (1 unit)  
MGMT5783 Global Business Seminar (1 unit)  
MGMT5792 Management Consulting Projects (1 unit)  
MGMT5802 Entrepreneurship (1 unit)  
MGMT5900 Doing Business in Northern Europe (1 unit)  
MGMT6000 Financial Institutions (1/2 unit)  
MGMT6000 Learning by Analogy (1/2 unit)

MGMT6000 Managing Change and Conflict (1/2 unit)  
MGMT6000 Advanced Topics: Global and Virtual Teams (1/2 unit)  
OM5603 Operations Technology Management (1 unit)

## **Management Information Systems**

MIS5601 Database Management Systems (1/2 unit)  
MIS5602 Decision Support Systems (1/2 unit)  
MIS5503 Telecommunications Systems (1/2 unit)  
MIS5504 Software Methodologies (1 unit)  
MIS5505 Management of Information Technologies (1 unit)  
MIS5900 E-commerce (1 unit)  
MIS5900 Web-site Development (1 unit)

## **Marketing**

MKT5401 Marketing Research (1 unit)  
MKT5402 Consumer and Industrial Buyer Behavior (1 unit)  
MKT5403 Advertising and Promotion (1 unit)  
MKT5404 Sales and Sales Management (1 unit)  
MKT5405 Business to Business Marketing (1 unit)  
MKT5406 Market Pricing (1 unit)  
MKT5407 Services Marketing (1 unit)  
MKT5482 International Marketing (1 unit)  
MKT 5494 Product Management (1 unit)

## **Free Electives**

(Count as electives but do not count towards any area of concentration)  
COM4700 Managerial Communications (1/2 unit)

## **Courses**

### **MGMT020 STRIKES IN AMERICA/FIRST-YEAR SEMINAR**

Strikes are the most exciting, controversial and unpredictable events in labor relations. In this seminar, we examine the evolution of strikes in the United States from their early use for organizing workers to their later use during collective bargaining. We examine the workers' right to strike and the employers' right to replace strikers, the various forms of strikes, the theory and practice of striking, the unions' reliance on community coalitions and political allies during strikes, and the ways that unions and employers manage legitimacy during strikes. The class will review the causes, tactics and outcomes of several recent strikes including those of nurses, baseball players, engineers, janitors, longshoremen, coal miners, teachers and slaughterhouse workers. Finally, we ask whether strikes are still effective in this age of globalization, plant relocation, low union membership, public indifference and management's frequent use of striker replacements. Staff/Offered periodically

### **MGMT100 THE ART AND SCIENCE OF MANAGEMENT**

This course is designed to encourage students to consider how business is embedded into the larger society. It will introduce students to basic management skills and the context in which they are applied. Whether a person is working in a complex organization, such as a bank, university, high-tech firm, hospital, or manufacturer; participating in a student-run activity; volunteering for a local nonprofit; or working a summer job—management skills are necessary. For management majors and minors, the course provides an introduction to the topics they will study in greater depth in their future course work. For students not majoring in management, it provides an opportunity to learn basic skills that will be helpful in their current and future activities in organizations. The course structure includes readings, lecture, service learning, case analyses, role plays and experiential exercises.



The course involves considerable interaction between the professor and students, and among students, because the practice of management is about people working with, listening to, and respecting people who have different backgrounds, experiences and opinions. Staff/ Offered every semester

**MGMT101 PRINCIPLES OF ACCOUNTING/LECTURE, DISCUSSION**

A user-oriented approach teaches students an understanding of accounting information and the environment in which it is developed and used. Topics include: history of accounting, accounting cycle, accounting for assets, liabilities and equity, and international accounting issues. Staff/Offered every semester

**MGMT104 INTRODUCTION TO MANAGEMENT INFORMATION SYSTEMS/LECTURE, DISCUSSION**

Emphasizes basic knowledge needed to understand the field of information systems. Topics include information and organization, database management, recent developments in computer technology and their effect on management, and information systems design and management. Staff/Offered every semester

**MGMT170 MANAGERIAL COMMUNICATIONS/LECTURE, DISCUSSION**

Helps students communicate with confidence by showing them how to prepare clear, concise memos, letters, reports and proposals and deliver effective oral presentations. Through class participation and in-class writing exercises, students develop greater skill in both written and oral communication. Staff/Offered every semester

**MGMT203 MANAGEMENT ACCOUNTING/LECTURE, DISCUSSION**

Emphasizes accounting from the management perspective. Students learn principles of management decision making using accounting information. Prerequisites: MGMT100, 101; not open to first-year students. Staff/Offered every semester

**MGMT210 MANAGEMENT AND BEHAVIORAL PRINCIPLES/LECTURE, DISCUSSION**

General principles of management are studied, emphasizing the behavior of people in organizational settings. Topics include principles of organization, decision making, leadership, motivation and rewards, job satisfaction, appraising employee performance, and the impact of demographic diversity on organizations. Prerequisite MGMT100: juniors and seniors only. Staff/Offered every year

**MGMT211 ORGANIZATION STRUCTURE AND PROCESS/ LECTURE, DISCUSSION**

Surveys major concepts of organizational theory, applying these concepts to business problems. Topics include properties of organizational environments, organizational structure, organizational power and conflict and organizational change. Prerequisites: MGMT210; juniors and seniors only. Staff/Offered periodically

**MGMT215 ENTREPRENEURSHIP/LECTURE, DISCUSSION**

Successful entrepreneurship begins with a vision. Like an artist, the entrepreneur must be able to translate creative vision into something tangible and real. This course, for both management and nonmanagement majors, is designed to introduce students to the entrepreneurial process so that they may begin to shape their own entrepreneurial vision. Course objectives will include a realistic preview of the challenges of entrepreneurship, an understanding of the legal and ethical environment within which entrepreneurs operate, the ability to develop a business plan, and the skills to think critically and the ability to evaluate opportunities in the business or nonprofit sectors. The course will also include self-assessment activities designed to help students assess their own entrepreneurial potential. Staff/Offered periodically

**MGMT222 WOMEN IN THE HEALTH-CARE SYSTEM/SEMINAR**

Women play an important role in the U.S. health-care system. They represent the majority of patients, dominate many health-care occupations, and provide an important link between their families and the formal health-care system. This seminar course for juniors and seniors will explore literature that describes and conceptualizes how we define health and sickness as a society, women in their various roles in the health-care system, and how the health-care system identifies and meets women's need for health services. The subject matter is of particular salience for students who have an interest in women's studies or are thinking of a career that will bring them in contact with the health-care system, be it as a provider or manager. Offered periodically

**MGMT225 HUMAN RESOURCE MANAGEMENT/LECTURE, DISCUSSION**

Covers general functions of human resource management, including job design, recruitment, selection, management development and training, performance appraisal, employee rights, labor relations and collective bargaining, wages and fringe benefits, and compensation systems. Prerequisite: juniors and seniors only. Staff/Offered periodically

**MGMT226 INDUSTRIAL RELATIONS/LECTURE, DISCUSSION**

Introduces the concepts, theory and practice of labor-management relations. Topics include the development of the trade-union movement; union organizing; the structure, practices and outcomes of collective bargaining; the administration of the collective agreement; dispute resolution procedures; and the public policy of labor relations. Prerequisite: juniors and seniors only. Offered periodically

**MGMT230 MARKETING MANAGEMENT/LECTURE, DISCUSSION**

Surveys the role of marketing in business and society. Topics include the marketing environment, marketing research and information systems, consumer behavior, the organizational consumer, products, pricing, distribution, promotion, international service and nonprofit marketing. Prerequisites: ECON010; MGMT100; juniors and seniors only. Staff/Offered every semester

**MGMT231 MARKETING RESEARCH/LECTURE, DISCUSSION**

Marketing research focuses on consumer behavior and retail advertising. Topics include primary and secondary data collection, questionnaires for attitude and awareness surveys, mail and phone surveys, personal interviews, focus groups and data-analysis techniques. Prerequisites: MGMT230; juniors and seniors only. Staff/Offered periodically

**MGMT234 CONSUMER BEHAVIOR/LECTURE, DISCUSSION**

Examines how people search for, purchase, use, evaluate and dispose of the products, services and ideas they expect to satisfy their needs. Emphasizes the issues of market segmentation and the diffusion of innovations. Ethical, legal and public-policy issues are also discussed. Prerequisites: MGMT230; juniors and seniors only. Staff/Offered periodically

**MGMT240 CORPORATE FINANCE/LECTURE, DISCUSSION**

Examines financial decision making by the internal financial manager. A study is made of valuation, cost of capital, capital structure, capital budgeting and financial analysis. Prerequisites: ECON010; MATH113 or 120; MGMT100, 101; juniors and seniors only. Staff/Offered every semester

**MGMT242 INVESTMENTS/LECTURE, DISCUSSION**

Covers investment principles, market behavior and investment strategy. Investment principles include portfolio selection, fundamental analysis, portfolio theory, debt instruments and money markets, the



stock-option market and alternative investments. Prerequisites: MGMT240; juniors and seniors only. Staff/Offered periodically

**MGMT250 Operations Management/Lecture, Discussion**

Provides overview of operations-management systems, emphasizing model building and applications. Topics include forecasting, quality control, inventory management, material requirement planning, machine loading, job sequencing and scheduling, project management and control, decision theory and linear programming. Prerequisites: ECON160 or PSYC105; MGMT100; MATH113 or 120; juniors and seniors only. Staff/Offered every semester

#### **MGMT252 CORPORATE ENVIRONMENTAL MANAGEMENT**

This course will present many of the issues facing business and industry with relation to the natural environment. Topics such as external competitive pressures, internal strategic planning and positioning, corporate social responsibility, and stakeholder theory will be examined from a corporate environmental perspective. Case-study analysis, readings, speakers, videos and facility tours will be the methods of study. Prerequisite: juniors and seniors only. Staff/Offered periodically

#### **MGMT260 MANAGEMENT PRACTICUM: APPLYING THE ART AND SCIENCE OF MANAGEMENT**

This course serves as a complement to MGMT100, in that it offers a multidisciplinary and cross-functional consideration of the firm in its environment. The purpose of the course is two-fold: to give students various opportunities to integrate and apply the knowledge gained in the management major and to help students understand the roles and responsibilities of business organizations in the external environment. In this practicum, students will focus on the development of professional skills and will create a portfolio of accomplishments to assist in their careers. This course is required for all majors and must be taken during the senior year. Prerequisites: MGMT210, 230, 240, 250; seniors only. Staff/Offered every fall semester

#### **MGMT262 BUSINESS ETHICS AND LAW**

The purpose of this course is to provide students with knowledge about the legal framework under which U.S. businesses operate and with an understanding of the ethical foundations of business decisions. An appreciation of the complex interactions between ethics and the law is the goal. The course will examine such topics as product safety, privacy, human rights, advertising, bribery, media, community relations and diversity. Fulfills values perspective. Prerequisite: juniors and seniors only. Staff/Offered every spring semester

#### **MGMT299 INTERNSHIPS/DIRECTED READINGS**

Internships and directed readings, open to juniors and seniors only, are offered to qualified students upon application. They are limited to no more than one course credit each and do not count toward the management major or minor. Students may take no more than two each of such courses in the Management Department. All MGMT299 courses must be approved by the Graduate School of Management director of program management and planning.

### **Graduate Courses**

#### **ACCT4100 FOUNDATIONS OF ACCOUNTING**

Managers use accounting data to measure and evaluate organizational performance and to make decisions. This course introduces accounting as the language of business by identifying and discussing principles and concepts. Topics include recording process, financial reporting and the application of accounting information in managerial decision processes. Students are provided opportunities to enhance their analytic skills

through practice in compilation, reformulation and analysis of basic financial data. 14 weeks

#### **ACCT5101 FINANCIAL ACCOUNTING AND REPORTING I**

Accounting issues relevant to commercial organizations are numerous and complex. A set of accounting literature, referred to as Generally Accepted Accounting Principles or GAAP, guides the profession in the resolution of these issues. This course does not attempt to cover all GAAP, but rather provides a foundation for solving practical financial problems by introducing certain topics that are important in understanding the complexities of the business and financial world. The conceptual framework of accounting is discussed and then used as a basis to study accounting literature related to the recognition and measurement of current and noncurrent assets, current and noncurrent liabilities, stockholders' equity, and the development of income statements and balance sheets. (Prerequisite: ACCT4100 or its equivalent) 14 weeks

#### **ACCT5102 FINANCIAL ACCOUNTING AND REPORTING II**

A continuation of Financial Accounting and Reporting I, this course addresses accounting literature guiding the profession in such areas as accounting for income taxes, pensions and postretirement benefits, and leases. The treatment of accounting changes and errors, the preparation of the statement of cash flows and the disclosure required in financial reporting are also discussed. Finally, advanced topics such as business combinations, consolidated financial statements and accounting for partnerships are addressed. (Prerequisite: ACCT5101) 14 weeks

#### **ACCT5103 MANAGEMENT ACCOUNTING**

This course covers the collection and analysis of cost data, methods of cost control, and the relevance of various accounting data for managerial decision making in manufacturing and nonmanufacturing organizations. Topics include: activity-based costing and management, standard costing issues, decision making with management accounting data, budget analysis, new cost-management issues, and various cost-control and performance-evaluation issues. (Prerequisite: ACCT4100) 14 weeks

#### **ACCT5104 ACCOUNTING INFORMATION SYSTEMS**

This course explains the various control and accounting procedures used in collecting, measuring, summarizing and reporting financial data generated by an organization's operating units. The course emphasizes procedural techniques and studies the flow of financial data through an organization's accounting system. (Prerequisites: ACCT4100, MIS4501) 14 weeks

#### **ACCT5105 FINANCIAL AND OPERATIONAL AUDITING**

This course covers fundamental aspects of financial auditing including management's responsibility for financial statements, the legal liability of auditors, evaluation of internal control structures, substantive tests and tests of systems and audit reports. Operational auditing and current developments in environmental auditing are also covered. (Prerequisite: ACCT4100) 14 weeks

#### **ACCT5106 MANAGEMENT CONTROL SYSTEMS**

This course studies organizational planning and control and analyzes the ways in which management accounting practices can aid (and occasionally impede) planning and control processes. Topics include management-control systems, key variables and performance measurements, organizing for control, budget planning and measuring divisional performance. (Prerequisite: ACCT4100; MGMT4301-4304 is recommended) 14 weeks



**ACCT5107 ANALYSIS OF FINANCIAL STATEMENTS**

The topics covered in this course are intended to increase skill levels in interpreting financial statements and reports, reconstructing and restructuring financial data, use of analytical techniques for financial-statement analysis and communicating financial results. (Prerequisite: ACCT4100 or U.S. accounting course) 14 weeks

**ACCT5108 BUSINESS ANALYSIS AND VALUATION**

This course examines accounting, finance, business strategy and financial forecasting and valuation concepts. The first part of the course develops methods and techniques, which are later used in the evaluation of equity and debt financing of corporations, analysis of acquisitions and mergers of companies, credit analysis, prediction of financial distress and bankruptcies, evaluation of corporate financial policies, and improvement of communication with investors and creditors of corporations. This case-oriented course emphasizes how to apply accounting, finance and business strategy concepts in practical situations. The course relies heavily on financial information analyses and will count as an accounting or finance elective in both the M.B.A. and M.S.F. programs. (Prerequisites: at least one accounting and one finance course) 14 weeks

**ACCT5109 NONPROFIT ACCOUNTING**

This course will discuss various accounting issues unique to nonprofit entities. We will first discuss general financial reporting (a bit of a review of ACCT 4100) then bridge that knowledge to nonprofit organizations. In particular, we will look at financial accounting for state and local governments, voluntary health and welfare organizations, colleges and universities, and health-care organizations. We will also cover regulatory and taxation issues unique to nonprofits and then discuss audits of nonprofits and the costing of nonprofit services. The objective of the course is for you to develop a comprehensive understanding of these issues. 14 weeks

**CAP5784 LEADERSHIP AND DECISION MAKING IN ORGANIZATIONS**

The course offers an opportunity to reflect on how and why organizational leaders make operational or strategic decisions and on the context in which they are made. Course content includes presentations by executives, regular class sessions and several papers. All students will choose an aspect of organizational decision making as the focus of their work during the semester. (Prerequisites: required core courses) 14 weeks.

**COM4700 MANAGEMENT COMMUNICATIONS**

This course is designed to help managers communicate with confidence by showing them how to prepare clear, concise memos, letters, reports and proposals, as well as how to deliver effective oral presentations. Through active class participation and in-class writing exercises, students develop confidence in their ability to communicate effectively. Seven weeks

**ECON4004 MANAGEMENT ECONOMICS**

Managers of organizations—whether for profit, nonprofit or government agencies—face a common set of resource-allocation problems. This course will develop a student's ability to formulate and solve these problems, drawing upon the economic theories of consumer demand, the firm and industrial organization, as well as mathematical optimization techniques. It will provide a framework for analyzing the flexible multiproduct firm, as well as competitive and cooperative business situations from a strategic (game theoretic) perspective. Topics to be surveyed include: demand analysis, production and cost analyses, flexible manufacturing, market structure and strategic behavior, pricing prac-

tices, government regulation and decision making under uncertainty. (Prerequisite: MATH4003 or math entrance requirement fulfilled) Seven weeks

**FIN4201 FINANCIAL MANAGEMENT**

This course provides an introduction to financial principles and concepts, such as maximizing firm value, importance of cash flows, time value of money, stock and bond valuation, cost of capital and investment decisions criteria. (Prerequisites: ECON4004, STAT4006, ACCT4100) Seven weeks

**FIN5201 CASE STUDIES IN CORPORATE FINANCE**

This course extends the discussion from FIN4201 of the theoretical financial issues facing the corporation. The student is exposed to a more in-depth presentation of the underlying financial theories and gains practice applying these theories to actual problems either through case analyses or additional readings. (Prerequisite: FIN4201) 14 weeks

**FIN5203 INVESTMENT STRATEGIES**

Topics covered include investment principles, market behaviors and investment strategies. Students examine the types of risks associated with and the returns available from marketable securities. In addition to studying stocks and bonds, the course provides a risk-return analysis of alternative investment vehicles, such as options and futures. Views of investment professionals are presented to the class live and by video records. (Prerequisites: FIN4201, FIN5301 and FIN5302) 14 weeks

**FIN5206 TAX STRATEGIES AND MANAGEMENT DECISIONS**

This course covers the fundamentals of individual and corporate taxation including an analysis of tax policy, structure, legal hierarchy and procedure, as well as a discussion of tax aspects of the various common forms of business organizations, and an examination of tax considerations in implementing employee benefit plans. The basic foundations of international tax are addressed. Cases emphasize the necessity of considering the impact of federal taxes in management decisions. Students perform a tax compliance and planning project. 14 weeks

**FIN5207 ADVANCED DERIVATIVES**

Although the quantity and complexity of derivative securities has exploded in recent years, there are basic mathematical tools that can be used to accurately place a value on any derivative, no matter how complex. This course focuses on learning these tools and understanding how they are applied to standard derivatives such as futures, options and swaps. The course will also focus on applying these tools to current financial engineering problems. (Prerequisite: FIN5302) 14 weeks

**FIN5208 FIXED-INCOME SECURITIES**

This course examines fixed-income securities like U.S. Treasury bills, notes, bonds, corporate bonds and mortgages and then analyzes some of the derivatives based upon these securities. The theory of valuation for fixed-income securities is presented along with models of the term structure of interest rates. Much of the course is devoted to using personal computers to model the term structure as a basis for valuation. (Prerequisite: FIN5302) 14 weeks

**FIN5281 CASE STUDIES IN INTERNATIONAL FINANCE**

The focus is on specific problems encountered by financial managers in corporations having international financial functions. Although international capital budgeting and financing in a global environment are covered, the major emphasis is on managing foreign-exchange risk. (Prerequisite: FIN4201) 14 weeks



**FIN5301 STOCK AND BOND VALUATION**

This course provides an introduction to investment theory and security valuation. Surveys techniques for stock and bond valuation, including dividend discount models, capital-asset pricing models, multiple-stage growth and term structure models. (Prerequisite: FIN4201)

Seven weeks

**FIN5302 QUANTITATIVE TECHNIQUES FOR DERIVATIVES VALUATION**

This course focuses on methods of pricing options, futures contracts, forward contracts and swaps. Models include the binomial and Black-Scholes models for options and arbitrage-free models for forwards, futures and swaps. (Prerequisites: FIN4201 and FIN5301) Seven weeks

**FIN5309 FINANCIAL ECONOMETRICS**

This course provides a survey of common statistical techniques employed in financial research, including linear regression, factor models, time-series models and forecasting models. (Prerequisite: FIN4201) Seven weeks

**FIN5310 CASE STUDIES IN DERIVATIVES**

The goal of this course is a thorough exploration of the risk-management process. This decision involves identifying and quantifying the risk to be transferred, selecting the means of transferring the risk and implementing the risk-management decision. Risk management is only partly a quantitative field. Strategy, negotiation, marketing and basic financial management are important as well. This course will focus on several important areas: (1) understanding the players in the market for financial risk; the buyers and sellers of risk, and the various intermediaries and (2) making a risk-management decision with only limited information about the true risks a firm faces. (Prerequisite: FIN5302) 14 weeks

**FIN5311 PORTFOLIO MANAGEMENT**

This course covers such topics as passive- and active-portfolio management, performance measurement, descriptions of investment companies, and diversification to include international investments and non-financial assets. (Prerequisite: FIN5301 is recommended) Seven weeks

**FIN5900 TECHNICAL ANALYSIS**

The focus of this course is how investors might use past market data to forecast future asset prices. This methodology is opposed to fundamental analysis, which depends on past accounting data for predictions of future prices. The class will examine popular methods of technical analysis and try to forecast prices using these methods on actual data. Speculative trading techniques such as entering trades via various types of orders, protecting by stop-loss orders and pyramiding of positions will be presented. The course will discuss the fit of technical analysis into the efficient markets hypothesis and into current finance theory. This course is offered as a special topics class and counts as a finance elective in both the M.B.A. and M.S.F. programs. (Prerequisite: FIN4201) Seven weeks

**FIN6000 FINANCIAL INSTITUTIONS**

This course provides an understanding of financial institutions and of the effects of the regulatory and tax environments on the operation of these institutions. The special requirements of financial intermediaries are examined in relation to market participants such as investors and corporations. (Prerequisite: FIN4201) Seven weeks

**HCM4800 HEALTH SYSTEMS**

This course should be one of the first taken in the health-care concentration because it provides a framework that enables the student to see the contributions that the other required courses make to health-system management. Initially, this course examines various input-through put-output models of health systems and discusses the information necessary to understand the variety of components and links. It then uses the systems approach to identify key issues in various health-service sectors: for example, primary care, hospital services and high-technology services. Discussions and student papers focus on key issues related to health systems in the United States and other countries. 14 weeks

**HCM4806 STRATEGIC MANAGEMENT OF HEALTH-CARE ORGANIZATIONS**

Integrates different facets of the curriculum by exploring the relationship between the context, content, and process of decision making in health-services organizations. We take into consideration the social role of health-services organizations, the expectations and power of internal and external stakeholders, the influence of decision makers' perceptions, values and goals, and the applicability of practices from private industry to the health-services sector. Cases, readings and class discussions integrate the complexities of management and leadership in health-services organizations. Prerequisites: MGMT4301, MGMT4302, MKT4401 and either HCM4811 or FIN4201. Required for health-care concentrators; can be used as an elective course for all others. 14 weeks.

**HCM4811 MANAGEMENT CONTROL IN HEALTH-CARE ORGANIZATIONS**

Applies management-control tools in hospitals, neighborhood health centers, home health agencies, nursing homes, physician offices and integrated health systems. The tools we use include budgeting, cost allocations, break-even analysis, performance measures and variance analysis. The cases, readings and class discussions also explore the interactions between management control, the behavior of organization members and the expectations of external stakeholders. Prerequisite: ACCT4100. Required for health-care concentrators; can be used as an elective course for all others. Seven weeks

**HCM4812 TOPICS IN INSTITUTIONAL MANAGEMENT**

Focuses on the management of hospitals and nursing homes. It is aimed at individuals without significant management experience in health care, providing a view of governance and internal operations, and exploring the interactions between client expectations, management's role and the professional staff in these organizations. Case discussions, readings and site visits integrate management technique, theoretical reflections and health-policy issues. Prerequisite: MGMT4301 and MGMT4302. Required for health-care concentrators; can be used as an elective course for all others. Seven weeks

**HCM4813 TOPICS IN AMBULATORY CARE MANAGEMENT**

Focuses on the management of clinics, physician offices, assisted-living facilities and home health-care organizations (including hospice). It is aimed at individuals without significant management experience in health care, exploring client expectations and the interactions between management and clinical and support staffs in each setting. Case discussions, readings and site visits integrate management techniques, theoretical reflections and health-policy issues. Prerequisites: MGMT4301 and MGMT4302. Required for health-care concentrators; can be used as an elective course for all others. Seven weeks



**HCM8410 REVENUE ISSUES IN HEALTH-CARE ORGANIZATIONS**

Reviews reimbursement methods for hospitals, physicians, nursing homes and home health-care agencies. We identify the economic incentives for providers and the behavioral and ethical issues associated with different reimbursement methods and with managing the revenue stream. We also study managed-care arrangements and the development of capitation rates and discuss allocation of global payments across providers in integrated health systems. Lastly, we look at sources of funds unique to not-for-profit organizations: fund raising and tax-exempt bonds. Prerequisite: ACCT4100. Required for the health-care concentrators and can be used as an elective course for all others. Seven weeks

**MATH4000 MATHEMATICS FOR MANAGERS**

A basic level of mathematical competence is required in many of the courses offered by the Graduate School of Management. MATH 4000 is designed for students whose skill in mathematics falls below that level. Course coverage includes: understanding the basics of algebra, generating and solving simple equations and sets of equations, graphical functions and translating business problems into mathematical notation. Business applications of mathematical techniques are emphasized throughout the course. Satisfies the mathematics admissions requirement only and cannot be taken as part of the 16-unit M.B.A. program. 14 weeks

**MGMT4301 CREATING EFFECTIVE ORGANIZATIONS: STRATEGIC DECISION MAKING**

This course focuses on the formulation and implementation of strategy at both the business and corporate level. Using an integrative approach that combines both the science and the art of strategy, the course introduces students to the tools that are used to assess an organization's internal and external environment, and to the process of strategic thinking. 14 weeks

**MGMT4302 CREATING EFFECTIVE ORGANIZATIONS: LEADERSHIP**

This course is designed to provide students with the knowledge, skills and abilities needed to exercise leadership in today's global organizations. Students will gain the tools needed to lead organizational members towards the attainment of individual, team and organizational goals. Topics include establishing effective interpersonal relationships, managing cultural differences, motivating others, building and maintaining effective teams, exercising leadership and influence, creating effective organizational structures and processes, and managing change. Course readings and highly interactive classroom activities (case studies and exercises) will be used to enhance students' leadership skills. 14 weeks

**MGMT4701 ORGANIZATIONAL COMMUNICATION**

This course is designed to increase students' knowledge of the theory and practice of communication in organizations. Topics include interpersonal communication issues, including the effects of culture, status and gender, and organizational issues such as crisis communication and public relations. Much of the course is devoted to skill development, emphasizing both written and oral presentations. Seven weeks

**MGMT4707 INTERNATIONAL MANAGEMENT AND GLOBAL COMPETITION**

This course addresses core management issues from the international perspective. Business policy, competitive strategy, organizational and control mechanisms, business modes and operations are thus covered from the perspective of global business. Geographic diversity and geographical influences are at the heart of the global economy. The diverse cultural, economic and political environments facing the busi-

ness manager are unique dimensions that make up the foundation of the new course. (Prerequisites: ECON4004, MGMT4301, MGMT 4302) Seven weeks

**MGMT4708 BUSINESS LAW**

This course provides complete coverage of business law with a focus on contemporary, ethical, international and technology issues. This course recognizes the importance of the application of court decisions, statutes and government regulation to business and making business decisions in a global market. Seven weeks

**MGMT4709 BUSINESS IN SOCIETY**

This course combines the study of business ethics with the consideration of business in its social, technological, political and natural environments. Personal values and their function in organizational settings are the focus of the first half of the course, while the second half examines corporate responsibility and stakeholder management in the international contest. The emphasis throughout is on creative managerial decision making, with analytic and implementation skills developed through case discussion, case writing and class presentations. Seven weeks

**MGMT4712 INTERNATIONAL TRANSACTIONS**

This course is designed to elevate the knowledge and understanding of a variety of subjects contained inside the world of International Business Transactions. Some of these subjects include: world trade, international enterprises, treatment of "goods" in international markets, European Economic Community, business in Asia, regulations on imports and exports, currency exchange, international technology transfers, protection of intellectual-property rights, and litigation and arbitration in the international market. This course fulfills either the business-law requirement or a concentration elective (Management or Global Business) but cannot be used for both an elective and the law requirement. Seven weeks

**MGMT5304 NEGOTIATION AND CONFLICT RESOLUTION**

This skill-building course is designed to help students improve their negotiation and dispute-resolution techniques. Students will study the psychological concepts and theories of negotiation. They will also explore their own personal negotiation and conflict-resolution styles. The course relies heavily on the use of role-playing exercises, case studies and class discussions. Topics studied will include distributive and integrative bargaining, communication and persuasion, power, conflict and intergroup/international negotiation. (Prerequisite: MGMT4302) Seven weeks

**MGMT5305 INDUSTRIAL RELATIONS**

Broadly defined, industrial relations refers to the relationships between employees and employers, through union representatives. This course serves as an introduction to the concepts, theories and practice of labor-management relations. Topics include: the development of the trade-union movement; union structure, government and growth; the practice of collective bargaining; the administration of the collective-bargaining agreement; dispute-resolution procedures; and the legal framework of labor relations. Seven weeks

**MGMT5306 DIVERSITY IN THE WORKPLACE**

The race and gender composition of the U.S. workforce has become increasingly diverse in recent years. Drawing on research in organizational behavior, psychology and sociology, this course explores the complex dynamics that underlie interpersonal interactions in diverse



organizations. Students will examine the past and present experiences of members of different race and gender groups in the U.S. workplace. Finally, students will consider how organizations can manage diversity in a manner that fully utilizes the talents of all members of the workforce. Male and female students of all racial/ethnic backgrounds are encouraged to enroll. Seven weeks

#### **MGMT5308 CONSULTING STRATEGIES AND SKILLS**

Consultants are often employed by management to analyze and resolve continuing organizational problems. This course takes a practical approach to learning about the consultant's role through the use of cases and consulting projects. Topics covered include problem definition and contracting, organizational diagnosis and change management, the management of consulting relationships and the consultant's use of self. (Prerequisite: MGMT4301, MGMT4302) 14 weeks

#### **MGMT5401 THE CONTEMPORARY WORKPLACE**

This course examines contemporary issues in employment. Topics include downsizing the workforce, discrimination in selection and employment, sexual harassment, employee rights and responsibilities, the employment of part-time, temporary and home workers, new forms of compensation, the frontiers of union organizing, and human-resource management in the global economy. Through the discussion of selected readings and cases as well as class debates, students develop an appreciation of the complexity and importance of these and other emerging issues. Seven weeks

#### **MGMT5402 DISCRIMINATION IN EMPLOYMENT**

This course examines inappropriate and illegal discrimination in the contemporary workforce. Topics include discrimination in recruitment, selection and promotion, sexual harassment, the glass-ceiling effect and discrimination in compensation. Through the discussion of selected readings and cases as well as class debates, students develop an appreciation of the complexity and importance of these and other emerging issues. Seven weeks

#### **MGMT5406 COLLECTIVE BARGAINING**

Collective bargaining is a process by which representatives of labor and management seek agreement on the terms and conditions of employment. The public often has a vested interest in the process, especially when conflicts over terms of employment cannot be resolved at the bargaining table. Topics covered include the evolution of bargaining, theories of bargaining power and behavior, and the impact of the law on the conduct and substance of bargaining. The range of bargaining issues is described, along with variations in bargaining structures. The grievance procedure is examined with respect to the application and interpretation of collective agreements. Students participate in a negotiation simulation and a collective-bargaining simulation. Seven weeks

#### **MGMT5407 INTERNATIONAL LABOR RELATIONS**

This course provides an international perspective on labor relations by comparing labor-union activities, nonunion forms of worker representation and labor legislation in several countries. Topics include collective bargaining and wage determination, union growth, labor disputes, protection against unfair dismissal, grievance procedures and employee participation in management decision making. National trends are examined and compared through readings, case studies and presentations. (Prerequisite: MGMT4301, MGMT4302) Seven weeks

#### **MGMT5604 SERVICES MANAGEMENT**

This course provides students with the concepts and tools necessary to manage service operations effectively. The strategic focus should also provide students with the foundation to start their own service business. The course explores the dimensions of successful service firms, prepares students for enlightened management and suggests creative entrepreneurial opportunities. Beginning with the service encounter, service managers must blend marketing, technology, people and information to achieve a distinctive competitive advantage. This course looks at service management from an integrated viewpoint with a focus on customer satisfaction. The material will integrate operations, marketing, strategy, technology and organizational issues. 14 weeks.

#### **MGMT5783 GLOBAL BUSINESS SEMINAR**

This intensive course combines lectures, readings and discussion at Clark University with a week of instruction by Clark faculty and resident business executives and guest lecturers in a foreign capital city. Current global business events are examined in the context of economic and political policy and management experience. Several class sessions are held on campus, followed by a week of seminars and field trips in a foreign center of commerce. (Prerequisites: required core courses) 14 weeks

#### **MGMT5792 MANAGEMENT CONSULTING PROJECTS**

This course is organized around projects provided by a variety of profit and nonprofit organizations in central Massachusetts and Boston. Teams of three to four second-year M.B.A. students are invited to work in these organizations as consultants in training. Working with guidance from Clark faculty members and managers from the host organizations, the student teams analyze their assigned projects and recommend courses of action. Management, in turn, critically evaluates and responds to the students' analysis and recommendations, in much the same manner that they respond to proposals from their own staff. (Prerequisites: required core courses) 14 weeks

#### **MGMT5793 STRATEGIC MANAGEMENT OF TECHNOLOGY**

This course focuses on the technology dimension of competitive strategies and strategy-making processes. Through cases and readings, strategic-management concepts are used to analyze those critical points where technology intersects other processes and functions of the business firm. The perspective taken is that of the nontechnically trained manager dealing with technology issues of strategic importance to the firm. (Prerequisites: FIN4201, MGMT4301-4304, OM4601) 14 weeks

#### **MGMT5802 ENTREPRENEURSHIP**

This course is aimed at providing individuals with the concepts and skills to recognize opportunities that others have overlooked, and to have the insight and knowledge to act where others have hesitated. The course is a product of experience—nearly two decades of research in this field and refinement in the classroom—and is rooted in real-world application. Major areas of concentration will include: opportunity identification and evaluation, forming the entrepreneurial team, managing resources, developing a business plan, financing the business and assessing entrepreneurship from a personal perspective. (Prerequisites: required core courses) 14 weeks

#### **MGMT5900 GLOBAL ENTREPRENEURSHIP**

Entrepreneurial opportunities in international markets have exceptional possibilities. However, in these uncertain economic times, the potential risks are also significant. This course explores these entrepreneurial opportunities from a global perspective. The students will divide into



teams and develop a feasibility study for starting a moderate-size venture in an international environment. The teams will work together and research the essential components of a feasibility study through traditional research, Internet research, e-mail correspondence, and, when possible, meet with appropriate counselor representatives. The students will also analyze written international case studies, give several brief presentations and present the final feasibility analysis as the term project. This course is offered as a special topics class. (Prerequisites: FIN4201, MKT4401, and MGMT4301, MGMT4302) 14 weeks

#### **MGMT6000 LEARNING BY ANALOGY**

This course will use a variety of mediums (movies, art, literature, nature, poetry and music, among others) to explore management concepts. Students will be required to make presentations in each class session using the assigned medium as a basis for examining how organizations and the people in them function. The course focuses on developing an ability to think creatively about management and draw lessons from multiple venues. (Prerequisite: MGMT4301, MGMT4302) Seven weeks

#### **MGMT6000 ADVANCED TOPICS: GLOBAL TEAMS**

Advanced Topics in Teams explores the intriguing and challenging issues surrounding the use of teams in today's global organizations. This elective course goes beyond the introductory material covered in the managing-teams module of Creating Effective Organizations (CEO). It focuses on the challenges faced by global teams comprised of members from different regions of the world, as well as by virtual teams that rely primarily on electronic rather than face-to-face interaction. The course is designed to give you the skills needed to build and maintain effective global/virtual teams. Course topics include designing global/virtual teams, managing interpersonal processes and conflict within global/virtual teams, and using technology to enhance team performance. Class meetings will be highly interactive; activities will include case discussions and two virtual (electronic) team exercises. The course is included in the Global Business Concentration. (Prerequisite: MGMT4302) Seven weeks

#### **MGMT6000 MANAGING CHANGE AND CONFLICT**

Change and conflict are inevitable, as organizations enter the 21st century and face globalization, technological innovation, and demographic change. This course will address the challenge of managing conflict and change from a pragmatic perspective. Formal organization development interventions will be discussed, as well as the day-to-day changes that every manager experiences. Concepts such as employee involvement, organization culture, power and politics and the learning organization will be introduced and applied. Course requirements include planning an actual organizational change, oral and written case analyses and active participation. (Prerequisite: MGMT4301, MGMT4302) Seven weeks

#### **MIS4501 MANAGEMENT INFORMATION SYSTEMS**

One of the most important aspects of computing, management information systems has had a significant effect on both operations and strategy. Information systems are employed at all levels of management to achieve competitive advantage and to create new opportunities, products and services. The objective of this course is to provide basic knowledge of the field of information systems. Topics include hardware, software, database management, data communication, systems analysis and design, and functional application areas such as medicine, accounting and manufacturing. Seven weeks

#### **MIS5503 TELECOMMUNICATION SYSTEMS**

Telecommunication technologies have made a lasting impact on the manner in which information is transmitted within and among organizations. This course provides students with a working knowledge of the technical and managerial aspects of communication systems. On completion of the course, students will be able to analyze the types and components of communication systems and make an extensive comparison of the different types. (Prerequisite: MIS4501) Seven weeks

#### **MIS5504 SOFTWARE METHODOLOGIES**

Programming methods used in the development of Information Systems (IS) software range from third-generation to the more recent object-oriented ones. This course examines the methodologies that are periodically in use, with the aim of imparting to students the ability to select the one that best suits the requirements of a particular IS. Topics include visual, object-oriented, client-server and Internet programming. (Prerequisite: MIS4501) 14 weeks

#### **MIS5505 MANAGEMENT OF INFORMATION TECHNOLOGIES**

To effectively plan the Information Technology (IT) needs of an organization, managers must assess the impact of IT and the role it plays in the context of organizational strengths and goals. Through the use of case studies, this course is designed to provide students the insight required to make such appraisals. (Prerequisite: MIS4501) 14 weeks

#### **MIS5513 DATA SECURITY AND PRIVACY**

Begins with an introduction to the basic concepts of data security both physical and logical. It continues with dealing with data security standards, the SSL and S-HTTP protocols; data integrity; data encryption; coding methods; the use of smart cards; assurances of financial transactions, payment methods of e-business and e-commerce; medical information security; and legal aspects of information security. (Prerequisite: MIS4501) 14 weeks

#### **MIS5523 OPERATING SYSTEMS**

Developed as an introduction to operating systems' characteristics, designs and structures. Topics include a history of operating systems, concurrent processes and synchronization, coordination or asynchronous events, file systems, scheduling, deadlock resolution and memory management. (Prerequisite: MIS4501) 14 weeks

#### **MIS5533 DESIGN AND ANALYSIS OF COMPUTER NETWORKS**

Designed as an overview of LAN/WAN; encoding digital and analog signals, asynchronous/synchronous protocols; ISDN, B-ISDN, TCP/IP, with a focus on modeling and analysis of networks and network protocols. (Prerequisite: MIS4501) 14 weeks

#### **MIS5543 PROJECT MANAGEMENT**

Analyzes the most important aspects of project management within the framework of organizational behavior and structure that can determine project management. Students will be required to learn to use Microsoft Project 2000, including planning a project, creating project schedules, communication, project information, using the critical path, assigning resources, tracking progress and sharing information across applications and the Web. Access to Microsoft Project 2000 software required. (Prerequisite: MIS4501) Seven weeks or 14 weeks



**MIS5553 INFORMATION SYSTEMS ANALYSIS AND DESIGN**

Surveys the methods of IS analysis and design for enterprises with data-processing capabilities. The focus will be on how to determine feasibility and system requirements, organizational and procedural requirements and how to best utilize database capabilities. Special emphasis will be given to user groups, such as how to develop a user profile; how to improve human/computer interaction. (Prerequisite: MIS4501) 14 weeks

**MIS5601 DATABASE MANAGEMENT SYSTEMS**

Database management systems play an important role in meeting the information needs of an organization. A poorly designed database may result in providing incomplete, wrong and anomalous information. The primary objective of this course is to study the techniques used in designing databases that provide the correct information to nontechnically oriented users. Other topics include distributed databases and expert systems. (Prerequisite: MIS4501) Seven weeks

**MIS5602 DECISION SUPPORT SYSTEMS**

Optimization modeling techniques can potentially be used to address a wide range of management problems. Application of these techniques in today's business environment requires robust, microcomputer-based software to solve the models. In this course, students learn various optimization modeling techniques; software for solving models; and cases of how companies have developed and used optimization-based decision support systems to address real-world problems. (Prerequisite: OM4601) Seven weeks

**MIS5606 DIGITAL BUSINESS**

While digital Business includes the buying and selling of goods and services on the Internet/WWW, it also involves the internal use of digital technology in new ways to improve business processes. This class is an introduction to Digital Business, including a balanced coverage of technical and business topics. Case studies and business examples complement conceptual coverage to provide real-world context. This course will prepare the student to understand how an organization can become more effective. Students will develop their own Web pages to demonstrate course material. This course is offered as a special-topics class and will count as an elective in the MIS concentration. (Prerequisite: MIS4501 or MIS4500) Seven weeks

**MIS5900 WEB-SITE DEVELOPMENT**

This course covers all aspects of Web-site design, from creative design to professional management. Electronic commerce issues will be looked at in-depth. Students will work with and learn HTML and Java Scripting, including the introductory components of CGI and Web Site Pro server hosting software. Students taking this class will need to have Web-server access with a minimum of 2 MB hosting space available through their ISP and should be familiar with personal computers. All work will be done using the Windows 95/98 operating systems. This course is offered as a special-topics class and will count as an elective in the MIS concentration. (Prerequisite: MIS4501) 14 weeks

**MKT4401 MARKETING MANAGEMENT**

This course provides the fundamental marketing principles and practices underlying a successful business enterprise. Students will learn the tools, concepts, analytical frameworks and skills for making marketing decisions and designing marketing programs. The course covers the processes and activities involved in effective marketing, as well as the strategic implications of being market driven. A fundamental goal of the course is to improve students' critical-thinking and decision-making

skills by requiring students to make and defend marketing decision in the context of realistic, case-oriented problem situations. Topics include: segmentation, targeting, positioning, competitive strategy, product development, pricing, promotion and distribution. (Prerequisites: ECON4004, STAT4006) Seven weeks

**MKT4402 MARKETING STRATEGY AND SIMULATION**

This course utilizes a computer simulation to provide direct, hands-on experience of managing a business. In applying concepts and strategies learned in MKT4401 to a practical, real-world environment, students will come to appreciate the importance and value of marketing as the primary competitive tool and will gain direct exposure to the opportunities, challenges, problems and decisions involved in market-driven management. They will also learn the importance of making trade-offs in finding the optimal combination of marketing mix elements (and product/inventory decision) necessary to run a successful business enterprise. Experiential learning from the competitive game may be supplemented by case discussions and readings on competitive marketing strategy development. (Prerequisite: MKT4401) Seven weeks

**MKT5401 MARKETING RESEARCH**

This course examines the basic concepts and techniques used in marketing research as a problem-solving aid in decision making in marketing. Problem definition, research design, types of information and measurement scales, and evaluation and utilization of secondary data with emphasis on electronic access are discussed. Students are trained in the basic methods of primary data collection, including structured and unstructured interviews, focus groups and surveys. Practical and intensive applications on sample size, questionnaire design, data analyses and interpretation are emphasized, as well as discussion of advanced multivariate techniques for inputting and analyzing data using the SPSS statistical package. (Prerequisite: MKT4401, STAT4006) 14 weeks

**MKT5402 CONSUMER AND INDUSTRIAL BUYER BEHAVIOR**

Understanding consumer behavior is essential to defining and maintaining a market. This course examines the purchasing behavior of individuals and groups. Topics include: complex decision-making models, buying habits, attitude theory and the buying behavior of organizations. (Prerequisite: MKT4401) 14 weeks

**MKT5403 ADVERTISING AND PROMOTION**

Promotion, a component of the marketing mix, is any form of communication intended to inform, persuade or remind people of products or services. Advertising is any form of impersonal communication of ideas, goods or services paid for by an identified sponsor and is one of the major types of promotion. The course focuses on advertising and publicity as the most common and useful forms of promotion. The course integrates international, legal and ethical aspects of promotion and covers topics such as media selection, public relations and personal selling. (Prerequisite: MKT4401) 14 weeks

**MKT5404 SALES AND SALES MANAGEMENT**

Sales management integrates personal selling and marketing management with emphasis on relationship selling. The course focuses primarily on industrial rather than retail sales. Topics include techniques of personal selling; recruiting, training, organizing and motivating the sales force; compensation; forecasting; budgeting; and control. Legal and ethical issues are discussed. (Prerequisite: MKT4401) 14 weeks



**MKT5405 BUSINESS-TO-BUSINESS MARKETING**

Organizations that market to other organizations encounter different problems than those that market to consumers. Business-to-business marketing is the marketing of goods and services to commercial enterprises, governments and nonprofit institutions. Emphasis is on the buyer behavior and the more complex decision-making processes of organizations. Topics covered include industrial market segmentation, product development, pricing, personal selling, promotion and distribution. Additional topics are direct marketing, research and development, purchasing and corporate planning. (Prerequisite: MKT4401) 14 weeks

**MKT5406 MARKET PRICING**

A pricing strategy should be consistent with and reflect overall company objectives. Companies can use pricing strategies to gain market share, meet profit goals or maintain the status quo. Companies may pursue more than one pricing objective at the same time and often re-examine pricing strategy in light of changes in the competitive environment. This course presents a management approach to pricing products and services in consumer, industrial and reseller markets. Topics include: bargaining tactics, bidding strategies, pricing product lines for complex channels of distribution, life cycle and learning-curve pricing, and intrafirm transfer pricing. (Prerequisite: MKT4401) 14 weeks

**MKT5407 SERVICES MARKETING**

Highly competitive markets for profit and nonprofit service organizations require strict attention to the production/marketing interface, as well as to the traditional marketing mix. The course focuses on the marketing implications of service intangibility, the inseparability of production and consumption and conflicting server roles. These problems apply to a wide array of service organizations, including retailing and health care. Current models of the service organization are presented with insight developed through readings, cases and interviews. (Prerequisite: MKT4401) 14 weeks

**MKT5482 INTERNATIONAL MARKETING**

This course examines the problems that firms encounter as they enter international markets. The text and readings explore marketing problems facing joint venture and multinational firms, as well as the exporter and licensor. A range of marketing activities is covered in the context of international operations, including marketing research, product policy, pricing, distribution, promotion, planning, organization and control. (Prerequisites: MKT4401; MGMT4707) 14 weeks

**OM4601 OPERATIONS MANAGEMENT**

Operations management involves the efficient use of resources to create goods or services that satisfy the needs of customers and clients. In both the profit and nonprofit sectors, successful management requires economically rational decisions regarding the design and operation of processes that transform such resources into goods or services. The course develops students' abilities to identify and structure operating problems and to identify appropriate techniques for resolving them. Examples of topics covered include: modeling concepts and LP modeling/solution methods, basic forecasting methods, location selection, inventory management, MRP, JIT, quality management/assurance, project management and control. (Prerequisites: MATH4000 or math entrance requirement fulfilled, STAT4006, MIS4501) Seven weeks

**OM5601 OPTIMIZATION FOR MANAGERS**

This course provides an overview of important, practical tools that have been used to solve management problems. Explanation of the fundamental ideas behind these techniques will help students to apply them intelligently and flexibly to situations in the real world. Examples of the techniques are heuristics, simulation, shortest path, network models, dynamic programming, and so on. Thanks to desktop computers and user-friendly software, managers can now use these techniques themselves, a particularly attractive feature for small entrepreneurial firms. (Prerequisite: OM4601) Seven weeks or 14 weeks

**OM5602 APPLIED BUSINESS FORECASTING**

Accurate forecasts of sales revenues, quantities sold, prices, production capacity, market size and share, inventory levels, personnel requirements and many other business measures are important for making good management decisions. Applied forecasting projects are drawn from marketing, finance, economics, organizational behavior, strategy and operations management to illustrate methodologies. Forecast projects are drawn from current local businesses or a special field of interest. Topics include forecasting with simple and multiple regression, time-series analysis including classical and ARIMA methods, and exponential smoothing models. (Prerequisite: STAT4006) 14 weeks

**OM5603 OPERATIONS TECHNOLOGY MANAGEMENT**

To compete in the growing international marketplace, firms must be able to compete on the basis of manufacturing costs, productivity and product quality. Production managers face complex decisions as they try to balance productivity and quality against cost. This course compares traditional manufacturing methods and emerging trends such as Just-in-time, Flexible Manufacturing Systems, Total Quality Management and Computer Integrated Manufacturing. (Prerequisite: OM4601) 14 weeks

**STAT4005 STATISTICAL METHODS**

This is a first course in applied statistics. No prior knowledge of statistics is assumed. The course is divided into two sections. The first section covers the basics of data analysis and presentation, probability theory and applied probability. The second section covers confidence tests and statistical regression. There are exams after each section. (Prerequisite: MATH4003 or math entrance requirement fulfilled) Seven weeks

**STAT4006 MANAGEMENT DECISION MODELS**

This course focuses on model building using multiple regression analysis. The resulting models are used to aid management decision making. Exercises and cases involve a wide range of management problems. (Prerequisite: STAT4005) Seven weeks

## MATHEMATICS

### Program Faculty

Lawrence Morris, Ph.D., *Chair*

Jerry Breecher, Ph.D.

Arthur Chou, Ph.D.

Frederic Green, Ph.D.

Li Han, Ph.D.

David Joyce, Ph.D.

John Kennison, Ph.D.

Lee Rudolph, Ph.D.

Natalia Sternberg, Ph.D.

Ping Xuan, Ph.D.

### Program Overview

The department supports undergraduate majors and minors in computer science and in mathematics. The computer science program is described in the computer-science portion of this catalog. The department also offers courses that play an important role in other disciplines.

In keeping with liberal-arts traditions, Clark's mathematics major provides a solid education in mathematical principles for students who wish to apply mathematics in other fields and students who wish to pursue mathematics in graduate school. Clark mathematics majors have gone on to graduate school in pure mathematics, applied mathematics and computer science at such universities as Brown, Cornell, NYU (Courant Institute), and Stonybrook. Graduates are employed in the public and private sectors as statisticians, mathematical modellers and actuaries, as well as teachers from the elementary to university level.

The mathematics major, built around a core of fundamental courses, is best started early with calculus (MATH120-121 or MATH124-125) in the first year. Advanced electives provide some flexibility and allow students to tailor the major to their needs. Following the description of the requirements are suggestions for concentrations in pure mathematics, applied mathematics and actuarial science.

### Major Requirements

Department faculty are eager to help students select courses. If a major has not been declared earlier, it must be declared by the end of the sophomore year. Students should choose an academic adviser from the department faculty as early as possible, and in any case by the end of the sophomore year. Entering students enrolled in first-year seminars in programs outside mathematics, computer science or the natural sciences are especially encouraged to make a prompt choice of an unofficial secondary adviser in the Mathematics Department, who will be able to supplement the advice offered by their primary adviser.

### Suggested Specializations in Mathematics

**Pure mathematics** is the study of mathematics as an end in itself. Many students are originally attracted to mathematics because of its powerful applications, but a taste for pure mathematics often develops after studying the subject. Students planning to study mathematics in graduate school should consider programs in either pure or applied mathematics. Suggested courses: MATH214 Modern Analysis; MATH216 Complex Analysis; MATH226 Modern Algebra II; and MATH228 Topology.

**Applied mathematics** is the study of mathematics as applied to the natural or social sciences. The heart of the field is modelling—translating aspects of natural or social phenomena into mathematical objects that can be studied with such mathematical tools as differential equations, linear systems and stochastic processes. Suggested courses: MATH212 Numerical Analysis; MATH214 Modern Analysis; MATH216 Complex Analysis; MATH217-218 Probability and Statistics and Topics in Statistics; and MATH244 Differential Equations.

**Actuarial science** is the study of finance and insurance. Study in this field requires a grounding in mathematics and statistics and an understanding of economics and business management. Suggested courses: MATH212 Numerical Analysis; MATH217-218 Probability and Statistics and Topics in Statistics; MATH244 Differential Equations; and appropriate courses in economics or business management.

### Secondary Education Certificate in Mathematics Education

Certificate requirements include courses in education and in mathematics. Consult the Education Department for information on required courses in education and the most recent state guidelines. The mathematics department recommends the completion of a regular mathematics major, with MATH126 Elementary Number Theory and MATH128 Modern Geometry included as the two elective Breadth Courses.

### Mathematical Services

The mathematics department offers courses to help students using mathematics as a tool for studying other areas; see MATH113 Mathematical Problem Solving and MATH217-218 Probability and Statistics, and Topics in Statistics. Outside the department, COPACE offers IDND017 Foundations of Quantitative Thinking.

### Calculus

Calculus is an essential tool for every serious student of mathematics or the natural sciences. It also is used in economics and other disciplines. The Department of Mathematics offers two calculus tracks: MATH120-121-122 and MATH124-125

Both tracks are open to first-year students with appropriate scores on the placement test. MATH124 is geared towards students who have had prior experience with (regular and AP) calculus. Strong students in the physical sciences are urged to start with MATH124. The Mathematics Department generally recommends that even students with a high AP score take MATH124. In exceptional circumstances, first-year students may enroll in MATH130.

### Mathematics Placement Test

All students who intend to take mathematics courses or who need to satisfy the University's mathematics proficiency requirement (with the exception of students with advanced-placement credit in calculus) must take the mathematics placement test given during orientation and preregistration. Based on placement test scores, some students will be required to pass IDND017 Foundations of Quantitative Thinking, offered through COPACE before they enroll in a formal-analysis course. Other students, who place at levels ranging from precalculus through MATH124, must begin in a course corresponding to their placement test scores. This course must not be higher or lower than the test score indicates. Students may challenge their placement by taking backup placement tests. (For more information about the University's mathematical and quantitative-thinking requirements.



## Core Courses

These courses are prerequisites for the advanced courses and should be taken as soon as possible.

- Calculus sequence (MATH120-121-122 or MATH124-125)
- MATH130 Linear Algebra
- MATH131 Multivariate Calculus
- MATH172 Introduction to Modern Analysis

## Breadth Courses

- MATH225 Modern Algebra
- Two math electives (MATH105, 114, 115, or any courses beyond MATH125)

## Depth Courses

Four additional courses at the 200 level, one a capstone course to be selected with the major adviser. Internships and reading courses will meet this requirement only with departmental approval. (Total of 12 or 13 courses, depending on student's choice of calculus sequence.)

## Reading Courses

Reading courses on special topics may be arranged with the permission of a member of the departmental faculty who will serve as supervisor. Departmental policy requires that a reading course can only be taken Pass/No Credit. Reading courses may not be substituted for 200-level courses to fulfill departmental requirements

## Honors Program

A major who maintains at least a 3.2 average (4.0 scale) in courses required for the major may apply for the departmental honors program. A student's application in writing must be directed to a prospective honors adviser or the department chair by the end of the student's junior year. Honors may be achieved in one of two ways:

1. A unified four-course sequence as a senior (some parts of which may consist of reading courses), followed by a comprehensive examination.
2. An honors project to be presented at an oral defense or at a department seminar. This project may be an independent or joint research thesis, or it may be a programming project. Supporting course work may be required. Students interested in pursuing the honors program should consult their department adviser. The student registers for MATH299, Sec. 8, for course credit for an honors thesis.

Upon satisfactory completion of the program, the department may recommend graduation with honors, high honors or highest honors.

## Mathematics Minor

The mathematics minor consists of the following:

- Calculus sequence (MATH120-121-122 or MATH124-125);
- MATH130 Linear Algebra;
- MATH131 Multivariate Calculus; and
- Two other mathematics courses (excluding MATH113 and MATH119), at least one of which must be a 200 level.

Reading courses and internships are accepted only with departmental approval. The two elective courses depend on the student's interest. For instance, a student interested in the physical sciences could take MATH172 Introduction to Modern Analysis and MATH244 Differential Equations, while MATH217-218 Probability and Statistics, and Topics in Statistics might be more appropriate for social sciences. See the department for further suggestions. Total: six or seven courses, depending on student's choice of calculus sequence.

## Courses

### CSCI270 THEORY OF COMPUTATION/LECTURE

See Computer Science 270.

### MATH105 HISTORY OF MATHEMATICS/LECTURE, DISCUSSION

Explores major themes—calculation, number, geometry, algebra, infinity—and their historical development in civilizations ranging from the antiquity of Babylonia and Egypt through classical Greece, the Middle and Far East and then modern Europe. Analyzes the tension between applications of mathematics and the tendency toward formalism. Emphasizes presentations and discussions. Fulfills the Historical Perspective. Mr. Joyce/Offered periodically

### MATH110 DIVING INTO RESEARCH/RESEARCH GROUP

Undergraduate research groups in mathematics. Topics differ from group to group and year to year; consult the departmental Web site for current information. Staff/Offered every year

### MATH113 MATHEMATICAL PROBLEM SOLVING/LECTURE, WORKSHOP

Intended for students who will use mathematics in such subjects as management and the social sciences, but who are not necessarily planning to go on to calculus. MATH113 cannot be used as a prerequisite for either calculus sequence, and does not satisfy any requirement of either the major or the minor in mathematics or computer science. Covers some precalculus topics (algebraic manipulations, functions and graphs, exponentials and logarithms), but major emphasis is on mathematical analysis of concrete situations (word problems, mathematical modeling, exponential growth, applications of linear systems, elementary probability). Prerequisites: A suitable score on the mathematics placement test. Staff/Offered every semester

### MATH114 DISCRETE MATHEMATICS/LECTURE

Covers mathematical structures that naturally arise in computer science. Includes elementary logic and set theory, equivalence relations, functions, counting arguments, asymptotic complexity, inductively defined sets, recursion, graphs and trees, Boolean algebra and combinatorial circuits, finite state automata, and diagonalization and countability arguments. Emphasizes proofs and problem solving. Prerequisite: One semester of calculus (MATH120 or 124) or CSCI101. Mr. Chou, Mr. Green, Mr. Joyce/Offered every semester

### MATH119 PRECALCULUS MATHEMATICS/LECTURE, DISCUSSION

Intended for students who plan to go on to calculus. MATH119 is to be used, when necessary, as preparation for MATH120 or MATH124 and does not satisfy any requirement of either the major or the minor in mathematics or computer science. Students should have a solid grasp of elementary algebra. Covers more advanced algebraic techniques (linear and nonlinear inequalities, quadratic equations, linear systems) and gives a rigorous look at elementary functions (polynomial, exponential, logarithmic, trigonometric). Prerequisites: A suitable score on the mathematics placement test. Staff/Offered every spring

### MATH120 CALCULUS I/LECTURE

Calculus is essential for majors in biology, chemistry, computer science, mathematics, physics, and environmental science and policy. Part I includes functions, limits, continuity, differentiation of algebraic and trigonometric functions, mean-value theorem and various applications. Part II includes Riemann sums and integrals, techniques and applications of integration, improper integrals, transcendental functions (logarithms, exponential functions and inverse trigonometric functions). Part III includes further topics from calculus proper (sequences, series, polar coordinates) and introduces linear algebra (vectors, matrices and



linear systems). Though not all results are derived rigorously, care is taken to distinguish intuitive arguments from rigorous proofs. MATH120, 121 and 122 fulfill the formal-analysis requirement. MATH122 is a prerequisite for MATH131 for students who have taken MATH120, 121. Prerequisite for MATH120: appropriate score on the mathematics placement test or appropriate grade in MATH119. Ms. Bernhofen, Staff/Offered every fall (120, 122) and spring (121)

#### **MATH121 CALCULUS II/LECTURE**

See MATH120.

#### **MATH122 CALCULUS III/LECTURE**

See MATH120.

#### **MATH124 HONORS CALCULUS I/LECTURE**

Two-course sequence for strong students with interest in mathematics, computer science, physics, and other natural sciences. Physics majors usually take MATH124 simultaneously with PHYS120 and MATH125 simultaneously with PHYS121. Previous experience with calculus is recommended but not required. The honors calculus sequence covers much the same topics from calculus as the regular sequence (MATH120, 121, 122), but takes two semesters instead of three, and emphasizes both mathematical rigor and physical intuition. MATH124 and MATH125 fulfill the formal-analysis requirement. Prerequisite: appropriate score on the mathematics placement test. Mr. Morris, Ms. Sternberg/Offered every fall (124) and spring (125)

#### **MATH125 HONORS CALCULUS II/LECTURE**

See MATH124.

#### **MATH126 ELEMENTARY NUMBER THEORY/LECTURE**

Introduces number theory and trains students to understand mathematical reasoning and to write proofs. Includes the unique factorization of integers as products of primes, the Euclidean algorithm, Diophantine equations, congruences, Fermat's theorem and Euler's theorem (and some applications: calendar problems, magic squares, cryptology). Prerequisite: MATH114, or one semester of calculus (MATH120 or 124), or permission. Mr. Morris/Offered periodically

#### **MATH128 MODERN GEOMETRY/LECTURE**

Recalls Euclidean geometry and then proceeds to modern related topics: Hilbert's axioms; hyperbolic (Lobachevskian), elliptic and projective geometries, and philosophical implications of geometries without the Parallel Postulate; finite geometries; automorphism groups (Klein's Erlanger Programme). One aim is to show the beauty of deduction in mathematics. Prerequisites: high-school geometry and either a semester of college mathematics or permission. Mr. Joyce, Mr. Rudolph/Offered periodically

#### **MATH130 LINEAR ALGEBRA/LECTURE**

A requirement for mathematics and physics majors; highly recommended for all computer-science majors. Topics include systems of linear equations and their solutions, matrices and matrix algebra, inverse matrices; determinants and permutations; real  $n$ -dimensional vector spaces, abstract vector spaces and their axioms, linear transformations; inner products (dot products), orthogonality, cross products, and their geometric applications; subspaces, linear independence, bases for vector spaces, dimension, matrix rank; eigenvectors, eigenvalues, matrix diagonalization. Some applications of linear algebra will be discussed, such as computer graphics, Kirchoff's laws, linear regression (least squares), Fourier series, or differential equations. Prerequisite: MATH121 or 125. Mr. Joyce, Mr. Rudolph, Ms. Sternberg/Offered every fall

#### **MATH131 MULTIVARIATE CALCULUS/LECTURE**

A continuation of calculus (MATH120, 121, 122 or MATH124, 125). Multivariate calculus uses linear algebra to extend the important concepts of single-variable calculus to higher-dimensional settings. Topics include scalar-valued and vector-valued functions, graphs, level sets, limits and continuity; partial derivatives, gradients, tangent planes, differentiability, total derivatives, directional derivatives; paths, velocity, acceleration, arclength, curvature, vector fields, divergence, curl; extrema, Hessians; multiple integrals, change of variables, Jacobians; line integrals, Green's theorem; surface integrals, Stokes' theorem, and Gauss's theorem. Prerequisites: MATH122 or MATH130. Mr. Chou, Mr. Joyce, Ms. Sternberg/Offered every spring

#### **MATH172 INTRODUCTION TO MODERN ANALYSIS/ LECTURE**

Modern analysis provides a language and unifying framework for theories encountered throughout mathematics. In this course, students learn to understand, formulate and prove mathematical statements. Ideas first encountered in calculus—convergence, completeness and integration—are studied in depth. Other topics include metric spaces, normed spaces, compactness and measure theory (Lebesgue integration). Required for mathematics majors by the junior year, and earlier if possible. Prerequisite: MATH122 or MATH125. Mr. Chou, Ms. Sternberg/Offered every year

#### **MATH201 PROSEMINAR IN MATHEMATICS/SEMINAR**

Senior undergraduates study and speak on topics in mathematics to become acquainted with diverse subjects, learn to research known topics and get practice in presenting mathematics to peers. Faculty present their research areas. Possible topics include: category theory, knot theory, automorphic forms, topos theory, low-dimensional topology, class field theory, group representation theory and dynamical systems. This is a capstone course in mathematics. Staff/Offered periodically

#### **MATH212 NUMERICAL ANALYSIS/LECTURE, LABORATORY**

Introduces concepts and techniques of scientific computing to students in mathematics, computer science and the sciences. Teaches how to set up reasonable computational algorithms and use the algorithms to work on actual projects. Topics include approximation theory, error analysis, numerical differentiation and integration, and solution of ordinary differential equations and linear systems. Prerequisites: MATH130 and MATH172. Mr. Chou, Ms. Sternberg/Offered every other year

#### **MATH214 MODERN ANALYSIS/LECTURE**

Ideas introduced in MATH172 are developed and applied to scientific models. Topics include Hilbert spaces,  $L_p$  spaces, Fourier series, Weierstrass approximation theorems and linear operators. Prerequisites: MATH130 and MATH172. Mr. Chou, Ms. Sternberg/Offered every other year

#### **MATH216 FUNCTIONS OF A COMPLEX VARIABLE/ LECTURE**

Designed for undergraduate science and mathematics majors. Includes Cauchy's theorem, power series, Laurent series, the residue theorem, harmonic functions and physical applications, such as problems in two-dimensional flow. An introduction to Riemann surfaces if time permits. Prerequisite: MATH131 and MATH172. Mr. Rudolph/Offered periodically

#### **MATH217 PROBABILITY AND STATISTICS/LECTURE**

An introduction to probability theory and mathematical statistics that emphasizes the probabilistic foundations required to understand probability models and statistical methods. Topics covered will include the probability axioms, basic combinatorics, random variables and their



probability distributions, mathematical expectation and common families of probability distributions. Prerequisite: MATH121 or MATH125. Mr. Joyce, Staff /Offered every year

#### **MATH218 TOPICS IN STATISTICS/LECTURE**

The emphasis of this course is to develop the fundamental statistical concepts of inference and hypothesis testing from a classical perspective using the tools of probability theory. Topics investigated include sampling and sample distributions, graphical data analysis, point and interval estimation, hypothesis testing and an introduction to Bayesian inference. Prerequisite: MATH217 or ECON260. Staff/Offered periodically

#### **MATH219 LINEAR MODELS/LECTURE**

A course in linear regression analysis which explores statistical methods for modeling a linear functional relationship between a response variable and one or more predictor variables. First the underlying theory for simple regression models involving one response and one predictor variable is developed, and then the results are extended to the case of one response variable and multiple predictor variables (multiple regression). Underlying model assumptions are explored and the implications of their violation. Besides the development of the statistical theory, we will emphasize the practical application of the theory to real world examples. The prerequisite for this course is MATH217.

#### **MATH225 MODERN ALGEBRA I/LECTURE**

In the 19th century, Kummer introduced “ideal numbers” to salvage unique factorization of integers into primes (which breaks down in some rings of algebraic integers). This course discusses unique factorization and the modern theory of rings and their ideals, emphasizing Euclidean domains. Other algebraic structures (groups, fields) also are introduced. Required for all mathematics majors. Prerequisite: MATH130. Mr. Morris, Mr. Joyce/Offered every year

#### **MATH226 MODERN ALGEBRA II/LECTURE**

In the early 1800s, Abel showed that a general equation of degree at least five cannot be solved by extracting roots. Today, group theory, developed by Galois to determine which equations are solvable, is used throughout mathematics and in much of physics and chemistry. This course focuses on groups and Galois theory. Other possible topics include canonical forms of matrices and modules. Prerequisite: MATH225. Mr. Joyce, Mr. Morris/Offered every other year

#### **MATH228 TOPOLOGY/LECTURE**

Homology theory is the proper context for Stokes’ theorem (MATH131). This course continues the study (begun in MATH131 and MATH172) of the topological properties of subsets of Euclidean space, developing algebraic tools like homology and fundamental groups. Further topics may include fixed-point theory, the Jordan curve theorem and knot theory. Prerequisites: MATH131 and MATH172. Mr. Rudolph/Offered every other year

#### **MATH244 DIFFERENTIAL EQUATIONS/LECTURE**

Most ordinary differential equations occurring in mathematical models of physical, chemical and biological phenomena cannot be solved analytically. Numerical integrations do not lead to a desired result without qualitative analysis of the behavior of the equation’s solutions. This course studies the flows of scalar and planar ordinary differential equations. Stability and bifurcation are discussed. Prerequisite: MATH130 and MATH172. Ms. Sternberg/Offered every other year

## **PHILOSOPHY**

### **Program Faculty**

Judith DeCew, Ph.D., *Chair*  
Patrick Derr, Ph.D.  
Scott Hendricks, Ph.D.  
Gary Overvold, Ph.D.  
Michael Pakaluk, Ph.D.  
Walter Wright, Ph.D.

### **Part-Time Faculty**

Barbara Carlson, Ph.D.

### **Affiliate Faculty**

Bernard Kaplan, Ph.D.  
Edward J. Ottensmeyer, Ph.D.  
Christina Sommers, Ph.D.

### **Program Overview**

The Philosophy Department offers an undergraduate major in philosophy, a concentration in ethics and public policy, a minor in philosophy, and a variety of elective courses, which nonmajors may take to broaden their education and fulfill Program of Liberal Studies requirements. The department also offers core or elective courses for concentrations in law and society, peace studies, ethics and public policy, and environmental science and policy.

### **Major Requirements**

The requirements for a major in philosophy are designed to ensure exposure to the major systematic fields in philosophy, to ensure familiarity with advanced analytic and logical methods, acquaint the student with the history of the discipline, and provide close faculty-student contacts through advanced seminars and individual research projects. The major program accommodates general liberal-arts students and those pursuing double majors and honors work, as well as those considering graduate study in philosophy. Students, especially those considering graduate school, who wish a more intensive course of study toward the major should consult with department faculty and study the Philosophy Major Handbook in the department office.

#### **1. Required courses in philosophy**

- One course in formal logic (PHIL110)
- Two courses in the history of philosophy (PHIL141, 142, 143, or 145)
- One advanced course in the area of metaphysics (PHIL234 or 235)
- One advanced course in the area of epistemology (PHIL240 or 241)
- One advanced course in the area of ethics and social philosophy (PHIL220, 221 or 228)
- One advanced elective (200 or above), chosen to complement the student’s second major or intended professional field
- A designated capstone seminar

#### **2. Required courses outside philosophy**

Either: (i) a completed double major; or (ii) a completed concentration (for example, environmental science and policy, ethics and public policy, women’s studies, classics, ancient civilizations, Jewish studies, or communications); or (iii) a completed minor in any other program or department.

## Honors Program

Honors, high honors or highest honors in philosophy may be conferred at graduation upon majors who, in addition to having compiled a suitable record in the major, successfully defend their senior thesis in an oral presentation to their thesis committee. To be considered for honors, a student must have at least a 3.0 overall GPA combined with a higher GPA in philosophy. Students who complete a thesis but do not have an adequate GPA, or who otherwise don't meet honors requirements, will simply receive a grade (without an honors designation) for their senior thesis.

## Department Prizes and Awards, and Student and Honor Societies

Each year, the department inducts its best junior and senior philosophy majors into Phi Sigma Tau, the national philosophy honor society. At the spring honors convocation, the department awards one or more prizes to exemplary graduating seniors. At the Fall convocation, the department confers a prize for the best work in logic by a first- or second-year student, and the David Saltman Prize for excellence in philosophy.

The Philosophy Club, a student organization, sponsors lectures, colloquia and informal educational and social activities for all interested Clark students.

## Philosophy Minor

Students pursuing a minor in philosophy at Clark can choose one of two tracks. Each track requires six courses in philosophy and is designed to develop students' intellectual skills and to familiarize them with the fundamental methods of philosophical inquiry. Each track begins with a foundation in logic and practical ethics.

**The Great Issues-minor track** emphasizes a grounding in the history of philosophy. This track engages the student in the fundamental philosophical questions with which human beings have been perennially concerned: for example, Does God exist? How ought I to live? What is knowledge? Do human beings have free will? Can political authority be legitimated? Is there life after death?

**The Enriched-major track** emphasizes advanced work in courses related to students' majors. This track engages students in the fundamental philosophical questions, which their own major fields raise but do not answer: for example, What is a mind? What is a person? What is the nature of a profession? What is science? What is justice?

## Requirements for the Great Issues-Minor Track

- One course in logic (PHIL103 or 110)
- One course in practical ethics (PHIL105, 130, 131, 132, 133 or 139)
- Three courses in the history of philosophy (PHIL141, 142, 143, 145, 148, 154 or 215)
- One advanced elective course (PHIL150+)

## Requirement for the Optional Enriched-Minor Track

- One course in logic (PHIL103 or 110)
- One course in practical ethics (PHIL105, 130, 131, 132, 133 or 139)
- One course in the history of philosophy (PHIL141, 142, 143, 145, 148, 154 or 215)
- One elective course, chosen at any level
- Two advanced courses (PHIL150+) chosen to complement the student's major or pre- professional program.

## Courses

### PHIL102 INTRODUCTION TO PHILOSOPHY/LECTURE, DISCUSSION

Introductory study of typical problems drawn from philosophy's main branches. Topics include God's existence, the nature of morality, skepticism, freedom vs. determinism, immortality and political theory. Readings are taken from both classic and contemporary sources. Mr. Overvold, Mr. Pakaluk, Mr. Hendricks/Offered every year

### PHIL103 ANALYTIC REASONING/LECTURE, DISCUSSION

This is a hands-on course, designed to help students improve a very important set of life skills, collectively referred to as "critical thinking." While this is considered an informal logic course (because it analyzes reasoning within the natural language context), it goes beyond the principles of basic logic, encouraging students to ask thoughtful questions in their ongoing process of establishing a set of beliefs that can serve as a reliable roadmap of experience. Ms. Carlson/Offered every semester

### PHIL104 THE AIDS PANDEMIC

The Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) present American society with a public health challenge of unprecedented dimensions—a challenge, which will test not only our scientific and medical establishments, but our commitment to social justice, professional fidelity, and interpersonal solidarity. This seminar will draw on the rich philosophical, biological, epidemiological, legal, medical, and sociological literatures in order to examine a number of the moral and public policy issues that have been raised by the HIV epidemic. Particular attention is given to the issues raised by the international nature of the pandemic. Fulfills the Verbal Expression requirement. You must be placed at the Verbal Expression level to be admitted into this seminar. Mr. Derr/Offered every other year

### PHIL105 PERSONAL VALUES/LECTURE, DISCUSSION

A philosophical study of some fundamental human value concerns. Students learn some important moral theories and methods used to reason philosophically about moral questions. Ms. Carlson, Ms. DeCew, Mr. Wright/Offered every semester

### PHIL106 SCIENCE, RELIGION AND REALITY

This seminar will address some basic issues in the philosophy of science and the philosophy of religion: What is science? What is reality? How do science and religion differ with regard to the relative roles played by faith and evidence in establishing knowledge claims about reality? Does science provide better explanations than theology or literature? How do religious arguments for the existence of God differ from scientific arguments for the existence of black holes? Special attention will be given to developing students' abilities to read complex texts, write logically, think analytically and argue cogently. Mr. Derr/Offered every other year

### PHIL107 LOGIC AND LEGAL ANALYSIS/LECTURE, DISCUSSION

See Philosophy 107.

### PHIL110 INTRODUCTION TO LOGIC/LECTURE, DISCUSSION

An introduction to modern symbolic logic with attention to its application in analyzing ordinary language arguments. Mr. Hendricks, Mr. Pakaluk, Ms. Carlson/Offered every year

### PHIL111 PERSONS, ROBOTS AND APOCALYPSE

Examination of the place of human beings in the present world. We discuss various modern visions of human beings - political, scientific and religious. Readings include accounts of the Nazi holocaust, current



literature in psychology, and both fiction and film exploring the idea that people are essentially machines. Mr. Hendricks/Offered every year

**PHIL125 ATHEISM AND BELIEF IN GOD**

The goal of this course is to introduce students to two basic world views—the atheistic world view and the theistic world view—and to help them find reasonable grounds for deciding upon the one or the other. In looking at these, the course also introduces students to some of the most important movements in thought shaping the last century. Mr. Pakaluk/Offered periodically

**PHIL130 MEDICAL ETHICS/LECTURE, DISCUSSION**

Investigates contemporary issues in medical ethics: informed consent, definitions of death, treatment termination and euthanasia, abortion, confidentiality and truth telling, genetic screening and counseling, research on human subjects, resource allocation, reproductive technologies, conflicts of interest and national health policy. Not open to first-year students. Mr. Derr/Offered every year

**PHIL131 ENVIRONMENTAL ETHICS/LECTURE, DISCUSSION**

See Philosophy 131.

**PHIL132 SOCIAL AND POLITICAL ETHICS/LECTURE, DISCUSSION**

Topics in social and political theory, such as equality, liberty and justifications for political authority, as well as issues such as: What is affirmative action and can it be morally justified? Should governments censor pornography? Is capital punishment acceptable? Can war be justified? Should morality be legislated? Ms. DeCew, Offered every year

**PHIL133 BUSINESS ETHICS/LECTURE, DISCUSSION**

Investigates moral problems in and about the world of business: Do corporations have moral responsibilities or is their only social responsibility to increase profits? Is capitalism morally justifiable or is some other politico-economic system morally preferable? Discusses ethical issues in advertising, affirmative action and business's responsibilities toward the environment. Staff/Offered periodically

**PHIL134 LIBERALISM AND ITS CRITICS/LECTURE, DISCUSSION**

After a basic introduction to the liberal political theory of John Rawls, the course examines his recent critics to investigate whether and how conservative political thought offers a viable alternative to liberalism. Mr. Pakaluk/Offered periodically

**PHIL135 EXISTENTIALISM IN PHILOSOPHY, LITERATURE AND THE HUMAN SCIENCES/LECTURE, DISCUSSION**

Explores central existential themes—such as the meaning of life, freedom and responsibility; the role of the irrational in human thought, action and expression; and the death of God in their historical, cultural and thematic context. Existentialism is treated both as a postwar cultural event and as a view of life's meaning and possibilities. Mr. Overvold/Offered every year

**PHIL136 THE LIFE AND TIMES OF DAVID HUME/ LECTURE, DISCUSSION**

On examination of Hume's "Enquiry Concerning Human Understanding" in relation to the Scottish Enlightenment and some criticisms of Thomas Reid. Mr. Pakaluk/Offered periodically

**PHIL139 MORAL PROBLEMS IN THE PROFESSIONS/ LECTURE, DISCUSSION**

This course examines moral issues and dilemmas typically found in the professions, that is, in law, medicine, advertising, therapy, business, education, etc. Among the issues considered are privacy and confidentiality, truthfulness and deception, individual responsibility, social justice, professionalism, and generally, the dilemmas created by conflicts between professional or role morality and personal or ordinary morality. Mr. Overvold/Offered periodically

**PHIL141 HISTORY OF ANCIENT GREEK PHILOSOPHY/ LECTURE, DISCUSSION**

Examines the origins of Western thought in early Greek philosophy. Readings include the fragments of the pre-Socratic philosophers: the Apology, Phaedo, Gorgias and Republic of Plato; and selections from Aristotle. Mr. Pakaluk, Mr. Hendricks/Offered every year

**PHIL142 HISTORY OF MEDIEVAL PHILOSOPHY/ LECTURE, DISCUSSION**

Surveys Christian, Jewish and Islamic medieval philosophy with special attention to some of the philosophical texts that were pivotal to the later development of Western philosophy and culture. These include Augustine's Confessions, Boethius' Consolation of Philosophy and Aquinas' Summa Contra Gentiles. Mr. Pakaluk/Offered periodically

**PHIL143 HISTORY OF MODERN EUROPEAN PHILOSOPHY/LECTURE, DISCUSSION**

The two great movements in modern Western thought—Continental Rationalism and British Empiricism—are examined from their common origin in Descartes, through their later articulations by Spinoza, Locke, Berkeley, Leibniz and Hume, to their eventual transformation by Immanuel Kant. Emphasis is on the interaction of philosophy and science and on the powerful influence exerted by the modern European thinkers upon contemporary thought. Mr. Wright/Offered every year

**PHIL145 HISTORY OF CONTEMPORARY PHILOSOPHY/LECTURE, DISCUSSION**

Surveys the major trends in recent Anglo-American and Continental philosophy: pragmatism, logical positivism, ordinary language philosophy, hermeneutics and phenomenology. Each alternative is considered as a coherent perspective on experience, with special attention given to its style and methodology. Prerequisite: PHIL143 or permission of the instructor. Mr. Overvold/Offered every year

**PHIL148 HISTORY OF AMERICAN PHILOSOPHY/LECTURE, DISCUSSION**

Concentrates on the founders of the first indigenous American philosophical movement, pragmatism—Peirce, James and Dewey—and explores their influence on later pragmatists—Lewis, Quine and Rorty. Prerequisite: one course in philosophy. Staff/Offered periodically

**PHIL150 PHILOSOPHY OF RELIGION/LECTURE, DISCUSSION**

Studies religion as a form of world view and a perennial dimension of human experience. Prerequisite: one course in philosophy. Mr. Wright/ Offered every year

**PHIL154 RECENT CONTINENTAL PHILOSOPHY/LECTURE, DISCUSSION**

Introduces five contemporary European philosophical movements: hermeneutics, deconstructionism, critical theory, structuralism and poststructuralism. Prerequisite: two courses in philosophy or permission of instructor. Mr. Overvold/Offered periodically

**PHIL160 INTERMEDIATE LOGIC/LECTURE, DISCUSSION**

An examination of one of the following: extensions of first-order logic (modal logic, deontic logic, tense logic); metalogic; axiomatics; philosophical problems that arise in connection with formal logic. Mr. Pakaluk/Offered periodically

**PHIL169 AESTHETICS/LECTURE, DISCUSSION**

Why did Plato condemn poets and their work? Can art be neatly defined? Is art "imitation," "emotion," "relations of forms," or is it indefinable? Are there standards of beauty? Among the theories we consider are those of Aristotle, Tolstoy, Collingwood, Danto, Dickie and Kant. Prerequisite: one course in philosophy. Mr. Hendricks/ Offered periodically



**PHIL170 PHILOSOPHY OF PSYCHOLOGY/LECTURE, DISCUSSION**

Focuses on the assumption that the mind is a machine that can be studied scientifically. We examine questions concerning the relationship between the mind and the brain, the ideas that the mind is a computer and that an artificial machine could think, and various proposals for how the mind is structured, including connectionism. Mr. Hendricks/Offered periodically

**PHIL171 PHILOSOPHY OF EDUCATION/LECTURE, DISCUSSION**

An examination of our educational institutions, the value of education and various theories of education. Focus on such questions as: What kinds of educational institutions are possible? Which ones are best? What does it mean to be educated? What is the value of being educated? We will approach these questions through the works of Marx, Plato, Rousseau and others. In addition, we consider the application of research in psychology and social psychology. Mr. Hendricks/Offered every year

**PHIL201 SURSEMINAR: RESEARCH AND WRITING IN PHILOSOPHY/SEMINAR**

Prerequisite: permission. Staff/Variable credit

**PHIL202 SURSEMINAR: PHILOSOPHICAL JOURNALS/SEMINAR**

Prerequisite: permission. Staff/Variable credit

**PHIL203 SURSEMINAR: TEACHING PHILOSOPHY/SEMINAR**

Registration is limited to students working as discussion group leaders in PHIL102, 105, 110, 130, 131 or 132. Mr. Derr, Ms. DeCew, Mr. Hendricks, Mr. Pakaluk, Mr. Wright/Offered every semester

**PHIL210 MODERNISM IN PHILOSOPHY, LITERATURE AND THE ARTS/LECTURE, DISCUSSION**

Between 1890 and 1930, the forms of inquiry and artistic expression in Western culture went through radical, foundational transformation. Using representative texts from the humanities and the arts, this course examines the Modernist transformation in its historical, cultural and thematic context, using a multidisciplinary perspective to integrate topics in related areas of inquiry and expression. Prerequisite: two courses in philosophy plus courses in related areas. Mr. Overvold/Offered periodically

**PHIL211 COGNITIVE SCIENCE/LECTURE, DISCUSSION**

An advanced philosophical discussion of the current research in cognitive psychology, artificial intelligence, neuroscience and philosophy. We investigate the central features and underlying philosophical assumptions of the science of the mind, including various forms of computationalism, as well as different types of experimental procedures. Mr. Hendricks/Offered periodically

**PHIL212 PHILOSOPHY AND THE HUMAN SCIENCES/ LECTURE, DISCUSSION**

Using texts from both the humanities and the social sciences, the course examines central philosophical themes in the human sciences—rationality; action, choice and character; human nature; the other; self and society; explanation and human action—in their historical, cultural and thematic context, integrating topics in related areas of inquiry and expression. Prerequisite: two courses in philosophy plus courses in related areas. Mr. Overvold/Offered periodically

**PHIL213 THE IDEAL OF THE EDUCATED PERSON/ SEMINAR**

This course investigates the importance of social, moral and scientific knowledge on our culture, how educational institutions incorporate such knowledge, and the impact of education on the individual. Students will be asked to reflect upon and discuss the competing ideals of knowledge and humanity that influence the formation of education-

al goals, determine the purpose of public policy and shape our reflections on self-understanding. Mr. Overvold, Mr. Hendricks/Offered periodically

**PHIL215 KANT AND THE 19TH CENTURY/LECTURE, DISCUSSION**

Examines the work of Kant and selected later philosophers (Fichte, Hegel, Schopenhauer, Nietzsche, Marx, Engels and Comte) with emphasis on their influence on contemporary thought. Prerequisite: two courses in philosophy, including PHIL143. Mr. Wright/Offered every other year

**PHIL219 FEMINIST THEORY/LECTURE, DISCUSSION**

Investigates selected topics in recent feminist philosophical literature. Topics and authors vary each year. Attention is given to the many different perspectives included in contemporary feminist theory. Prerequisite: two courses in philosophy or permission of the instructor. Staff/Offered periodically

**PHIL220 THEORIES OF ETHICS/LECTURE, DISCUSSION**

Examines the principal ethical theories from the history of Western philosophy, including such philosophers as Plato, Aristotle, Epicurus, Aquinas, Hobbes, Hume, Kant, Mill, Ross and Rawls. Topics include: What is "the Good"? Are there fundamental standards of right conduct? Are moral judgments objective? Why should we be moral? Prerequisite: two courses in philosophy. Ms. DeCew/Offered every year

**PHIL221 SOCIAL AND POLITICAL PHILOSOPHY/ LECTURE, DISCUSSION**

Surveys the leading philosophical accounts of social and political institutions. Property, civil and natural rights, freedom and obligations and the legitimation of political authority are treated in detail. Readings include both classical and contemporary sources. Prerequisite: two courses in philosophy. Ms. DeCew/Offered every other year

**PHIL228 CONTEMPORARY MORAL THEORY/LECTURE, DISCUSSION**

Surveys recent work in moral theory (including both metaethical and normative issues) by leading Anglo-American philosophers. Prerequisite: two courses in philosophy. Ms. DeCew, Mr. Pakaluk/Offered periodically

**PHIL232 CASE STUDIES IN ENVIRONMENTAL ETHICS/SEMINAR**

An intensive examination of a small set of issues or cases chosen by course members. Recent topics include old growth forest, ecotourism, animal experimentation, invasive species and water-use restrictions. Prerequisite: Environmental Ethics. Mr. Derr/Offered every other year

**PHIL234 METAPHYSICS/LECTURE, DISCUSSION**

An advanced study of fundamental problems in metaphysics, including one or more of the following: universals, substance, the mind/body relation, category theory, identity and individuation, free will, and the nature of space and time. Prerequisite: two courses in philosophy. Mr. Pakaluk, Mr. Wright/Offered every other year

**PHIL235 SELF AND NATURE/LECTURE, DISCUSSION**

Considers various conceptions of the self in relation to nature developed by classical and contemporary thinkers, with emphasis on the interconnectedness of these terms. Prerequisite: two courses in philosophy. Mr. Wright/Offered every other year

**PHIL240 EPISTEMOLOGY/LECTURE, DISCUSSION**

Studies the nature, concept and sources of knowledge, with special attention to the interrelationships among belief, knowledge, evidence, proof, truth, and the problem of relativism, skepticism and foundationalism. Prerequisite: two courses in philosophy. Mr. Overvold, Mr. Hendricks/Offered every year



**PHIL241 PHILOSOPHY OF SCIENCE/LECTURE, DISCUSSION**

Examines such questions as: What is a scientific explanation? Can induction be justified? What could justify the claim that one theory is better than another? Are there such things as objective facts? Do scientific theories disclose the ultimate constituents of the universe? What is the difference between science and pseudoscience? Prerequisite: four courses in natural sciences or two courses in philosophy. Mr. Derr/Offered every other year

**PHIL242 PHILOSOPHY OF LANGUAGE/LECTURE, DISCUSSION**

A philosophical examination of language. Explores general questions such as: What is the relationship between language and the world? What is the relationship between language and thought? Focuses on the nature of reference, meaning, names, conceptual schemes and analyticity. We will read works by Frege, Russell, Grice, Quine, Kripke and Kaplan. Mr. Hendricks/Offered periodically

**PHIL250 PLATO/SEMINAR**

An advanced study of the philosophical thought of Plato. The seminar involves careful reading and discussion of one of the major dialogues, such as the *Parmenides*, *Sophist* or *Theaetetus*. Prerequisite: PHIL141. Mr. Pakaluk/Offered every other year

**PHIL251 ARISTOTLE/SEMINAR**

An advanced study of the philosophical thought of Aristotle. The seminar involves careful reading and discussion of one of the major works, such as the *De Anima*, *Physics*, *Metaphysics* and *Nicomachean Ethics*. Prerequisite: PHIL141. Mr. Pakaluk/Offered every other year

**PHIL256 KANT/SEMINAR**

A study of Kant's "Critique of Pure Reason," regarded by many as the most important philosophical text of the last several hundred years. Prerequisite: two courses in philosophy, including PHIL143. Mr. Wright/Offered periodically

**PHIL257 HEGEL/SEMINAR**

Hegel's "The Phenomenology Mind" and selections from his other works are covered. Prerequisite: two courses in philosophy, including PHIL143. Mr. Wright/Offered periodically

**PHIL258 THE ORIGINS OF ANALYTIC PHILOSOPHY/SEMINAR**

Examines the development of analytic philosophy through an intensive study of its three founding figures: Gottlob Frege, Bertrand Russell and Ludwig Wittgenstein. Readings include Frege's "Foundations of Arithmetic," Russell's "Mysticism and Logic" and Wittgenstein's "Tractatus Logico-Philosophicus." Prerequisite: two courses in philosophy, including PHIL110 or PHIL160. Mr. Pakaluk/Offered periodically

**PHIL260 KIERKEGAARD AND NIETZSCHE/SEMINAR**

Studies Kierkegaard and Nietzsche as seminal figures in 19th-century intellectual life and as sources of later 20th- and 21st-century philosophical developments. Particular attention is given to their views of human existence and of truth. Prerequisite: two courses in philosophy. Mr. Overvold/Offered periodically

**PHIL263 PHILOSOPHY OF MIND/SEMINAR**

A critical examination of the nature and concept of mind. We consider various issues from among the following: What is the relationship between the mind and the brain? What is the nature of consciousness? How do mental states represent the world? What is the structure of the Mind? Is the mind a machine? Mr. Hendricks/Offered periodically

**PHIL265 IDEALISM/SEMINAR**

Detailed and advanced study of the major idealistic philosophers. Course topics and texts will vary. Mr. Wright/Offered every other year

**PHIL266 CRITICAL RATIONALISM/SEMINAR**

Focuses on the theories of knowledge, rationality and science advanced by such contemporary thinkers as Kuhn, Popper, Feyerabend, Laudan, Lakatos and Zahar. Prerequisite: two courses in philosophy, including PHIL241, or permission. Mr. Derr/Offered periodically

**PHIL270 PHILOSOPHY OF LAW/SEMINAR**

Examines fundamental questions in philosophy of law, such as: What is the source and purpose of law? What is the nature of judicial reasoning, and is it subjective or governed by some set of principles? How do alternative theories of law explain rights, duties, liability, responsibility and so forth? What is the relationship between liberty, privacy and justice? Readings include selections from legal theory and a variety of contemporary court decisions. Prerequisite: two courses in philosophy. Ms. DeCew/Offered every year

**PHIL272 ADVANCED ISSUES IN MEDICAL ETHICS/ SEMINAR**

See Philosophy 272.

**PHIL275 PHENOMENOLOGY AND HERMENEUTICS/SEMINAR**

Traces the development of two major 20th-century movements in continental philosophy. Edmund Husserl and Maurice Merleau-Ponty are focused on in *Phenomenology*; Hans Georg Gadamer in *Hermeneutics*. In both, collateral reading will present the historical context and development of each movement. Prerequisite: at least three courses in philosophy. Mr. Overvold/Offered periodically

**PHIL276 HEIDEGGER AND EARLY 20TH-CENTURY PHILOSOPHY/SEMINAR**

Concentrates on developments in 19th- and 20th-century Continental philosophy, which influenced the main text of this seminar, Heidegger's "Being and Time." Attention also will be given to the broader cultural context and to parallel changes in American and British philosophy during the early 20th century. Prerequisite: at least three courses in philosophy. Mr. Overvold/Offered periodically

**PHIL287 PHILOSOPHY OF THE SOCIAL SCIENCES/SEMINAR**

A critical and intensive survey of the four alternative accounts of explanation, social reality and social science put forward by the neopositivist empiricists, the phenomenologists, the neo-Wittgensteinians and the Continental hermeneuticists and critical theorists. Special attention is given to theories of explanation in history and in psychology. Prerequisite: at least four courses in philosophy or graduate status in a social science. Mr. Overvold, Mr. Kaplan, Mr. Pakaluk/Offered periodically

**PHIL295 SENIOR THESIS/INDIVIDUAL PROJECTS**

The prerequisites, which should be completed by the end of the student's junior year, are: (1) at least six courses in philosophy; and (2) submission and approval of a thesis proposal. The thesis proposal must describe the nature and scope of the proposed project, provide a bibliography of the principal sources the student expects to use, include a schedule for submission of first and final drafts to the adviser and the committee and be signed by the student's thesis adviser. Upon completion of the thesis, the department faculty schedules an oral defense for the student. For regulations for honors, see earlier entry. Offered for one or two credits over one or two semesters. Staff

**PHIL299 SEC. 1 DIRECTED READINGS/INDIVIDUAL PROJECTS**

## PHIL299 SEC. 2 DIRECTED RESEARCH/INDIVIDUAL PROJECTS

See description and prerequisites under Major Requirements.

## PHIL299 SEC. 5 RESEARCH APPRENTICESHIP/ INDIVIDUAL PROJECTS

A research apprentice participates in the current professional research of her or his faculty sponsor. Students accepted as apprentices need initiative, perseverance and superior research and writing skills.

Prerequisite: at least four courses in philosophy, permission of the instructor and approval of the department. Staff/Offered every semester

## PHIL299 SEC. 7 ADVANCED TOPICS IN PHILOSOPHY/ INDIVIDUAL PROJECTS

Individual tutorials and supervised research on philosophical topics selected by the student and faculty sponsor. Prerequisite: at least four courses in philosophy and permission of instructor. Staff/Offered every semester

## PHYSICS

### Program Faculty

Christopher P. Landee, Ph.D., *Chair*

Charles Agosta, Ph.D.

S. Leslie Blatt, Ph.D.

Harvey Gould, Ph.D.

Arshad Kudrolli, Ph.D.

Ranjan Mukhopadhyay, Ph.D.

### Adjunct Faculty

Daeg Brenner, Ph.D.

Robert Goble, Ph.D.

Alan Jones, Ph.D.

### Affiliate Faculty

George Phillies, Ph.D.

### Emeriti Faculty

Roy S. Andersen, Ph.D.

John Davies, Ph.D.

Christopher Hohenemser, Ph.D.

Roger P. Kohin, Ph.D.

### Program Overview

Physics is the most fundamental of the sciences and is an important part of a liberal-arts education. Introductory courses are designed for students in all majors and provide a background in physical principles, the observation of natural processes, the logic and nature of science, and the diverse applications of physics. The introductory courses are:

1. **Scientific Perspective Courses.** PHYS020, 030, 140, ASTR001 and ASTR002 have no prerequisites and satisfy the scientific-perspective requirement of the Program of Liberal Studies. PHYS110 and 120 can be taken in satisfaction of either the scientific-perspective or formal-analysis requirement, but not both. PHYS111, 121, 127, 130 and 131, which also fulfill the scientific perspective, are primarily for science majors.
2. **Introductory Sequences.** Prospective science majors are urged to begin their study of physics during their first or second years. The department offers two sequences of introductory courses. PHYS110/111 is a two-semester, noncalculus-based survey of physics appropriate for the majority of science majors, including environmental science and policy majors and premedical/predental students. PHYS120/121/130 is a three-semester sequence, recom-

mended for physics, chemistry and mathematics majors, which covers mechanics, electricity and magnetism, waves, and optics in more depth than the 110/111 sequence. Because PHYS121 discusses the subject matter more deeply, it is less comprehensive than PHYS111, and should be followed by PHYS130.

3. **Laboratory Courses.** PHYS110, 111, 120, 121, 127, 130, 131 and 219 offer laboratory experience. PHYS110 and 111 fulfill the physics laboratory requirement for premedical/predental students.

### Major Requirements

A major in physics can be structured to meet the interests of individual students, including graduate study in physics, related sciences, engineering, and careers in environmental studies, management, government, law, medicine and teaching. During their first year, prospective physics majors are urged to enroll in PHYS120 and 121 and to consult the undergraduate physics adviser about their program of study. Physics major requirements consist of 14 common core courses and four additional approved courses in physics or related areas. The requirements are flexible and, through consultation with the undergraduate physics adviser, may be modified to satisfy the particular needs and interests of each student. Examples of individual programs include:

**General Physics** – for students who wish to major in physics as part of liberal-arts education, including preparation for careers in teaching or business.

**Preprofessional Physics** – courses in physics, chemistry and mathematics to prepare students for graduate study in physics or research in industry.

**Biological Physics** – includes chemistry and biology courses that can be used to prepare for medical or dental schools or for careers in the biomedical professions.

**Computational Physics** – advanced courses in physics, computer science and mathematics designed to prepare students for graduate study in the rapidly growing area of computational science.

Students interested in using physics as the basis for an engineering career should inquire about the 3/2 Engineering Program offering students a five-year option that combines a B.A. from Clark and a B.S. in engineering from Columbia University, Washington University (St. Louis) or Worcester Polytechnic Institute.

### Courses in the core curriculum include:

1. Introductory Physics (2): PHYS120 and PHYS121 (or PHYS110/111)
2. Intermediate-level Physics (2): PHYS130 and 131
3. Calculus (4): MATH124, 125, 130 and 131
4. Laboratory-based courses (1): PHYS127 or 219
5. Upper-level courses (4): PHYS150, 160, 161 and 171
6. Senior project (1): PHYS299

Total in core curriculum: 14

Additional approved electives: 4

Total in major program: 18



Students with strong backgrounds in physics and mathematics may replace lower-level required courses with appropriate advanced courses with adviser approval. Advanced-placement credits may count toward major requirements. Advanced undergraduates may take graduate-level courses. Majors must meet with the undergraduate physics adviser prior to registration every semester to plan their course of study and to ensure that all requirements for the major are being satisfied. It is possible to complete all requirements for the major within three years, so that it is not essential to begin the study of physics in the first year.

Information about career opportunities and further information about courses and major requirements can be obtained from the undergraduate physics adviser and other physics faculty members.

### **The Capstone Experience**

An independent research project is the appropriate capstone experience for most physics majors. Students are encouraged to "do physics" at the earliest opportunity. Majors must take a capstone course satisfied by one semester of PHYS299 Directed Study in Physics, or an approved course of comparable scope. Near the end of the junior year (or earlier) a physics major should choose a topic for his or her senior project with department faculty. Work is conducted under the guidance of a faculty member, often with the assistance of graduate students. These projects often lead to publication in refereed physics journals. Majors with a special interest in research may continue their research by enrolling in additional semesters of PHYS299.

### **Honors Program**

Students can apply for departmental honors in recognition of meritorious academic achievement and creativity in research. An honors candidate must maintain a minimum overall B- average. All eligible majors are encouraged to participate. Written applications should be submitted to the undergraduate adviser by the end of the junior year. Candidates will conduct a research project under faculty member guidance during the junior and/or senior years. A thesis describing the work must be submitted no later than April 1 of the senior year and be defended orally in a special departmental convocation about two weeks later. Recommendation for honors in physics is made on the basis of the quality of the thesis and student performance in the defense. Students may gain credit for thesis research by registering for PHYS299.

### **Physics Minor**

The requirements for a minor in physics include six courses consisting of PHYS120/PHYS121 (or 110/111), PHYS130, PHYS131 and two additional electives approved by the undergraduate physics adviser. Students receiving credit for a scientific perspective course in physics prior to enrolling in PHYS120 may use it to replace one elective course. Requirements are flexible and the undergraduate physics adviser can replace any of the required core courses for students who are prepared for more advanced training.

### **Accelerated Degree Program**

Physics offers an accelerated B.A./Master's degree program to eligible students. For more information, visit <http://www.clarku.edu/accelerate>.

### **Graduate Program**

The department offers the master of arts and doctor of philosophy degrees in physics. Research is concentrated in experimental and theoretical studies of condensed matter, including organic superconductivity, molecular magnetic materials, granular matter, complex materials

and nonlinear physics, biological physics, supercooled liquids and nucleation, and computer simulations. Other research areas include theoretical plasma physics, polymer science, nuclear physics and biomolecules.

Further information on the research interests of the faculty and research opportunities for graduate students can be found at the department's Web site, <http://physics.clarku.edu>.

Application forms for admission and financial aid may be requested from the chair of the department. During the academic year, financial support is available in the form of tuition remissions, teaching assistantships and research assistantships. The department considers the financial support of its graduate students an important responsibility.

### **Graduate Requirements**

The academic requirements are flexible with emphasis on early student participation in research and informal student evaluation. A distinctive part of each student's course work is a research apprenticeship, PHYS303, which introduces students to different research groups beginning in the first year of graduate studies.

M.A. degree students must satisfy the general University residence and course requirements, pass four of the core graduate courses (PHYS301, 302, 305, 306, 309 and 310) and one semester of PHYS303 with a grade of B- or better, and pass two oral examinations in the subject matter of the core graduate courses. In contrast to M.A. physics programs at many other universities, M.A. candidates also must complete a thesis based on original research.

Ph.D. degree students must fulfill residence and course requirements, pass the core graduate courses (PHYS301, 302, 305, 306, 309 and 310) with a grade of B or higher, and complete three semesters of PHYS303. The department does not rely on a formal written qualifying examination to evaluate student readiness for the Ph.D. Instead, students must pass four oral examinations that stress qualitative, as well as quantitative aspects of the subject matter of the core graduate courses. Students are required to pass an additional graduate course (approved by the graduate student adviser) in a subject that is outside the area of their dissertation concentration. The course may be in physics, the other sciences, mathematics, computer science or in another appropriate field. Ph.D. candidates also complete a dissertation based on original research. Students entering with advanced standing and transferable credit are encouraged to demonstrate proficiency in the core graduate courses through oral examinations.

Graduate students in both the M.A. and Ph.D. programs are required to gain supervised teaching experience either as teaching assistants or teaching fellows in the department, or elsewhere if approved by the department.

More information about the requirements for the Ph.D. and M.A. degrees in physics is available from the Graduate Student Handbook. Copies are available upon request from the graduate-student adviser.

### **Courses**

#### **ASTR001 EXPLORING THE UNIVERSE/LECTURE, OBSERVATORY**

Ideas and methods of astronomy for nonscience majors. Devoted to the planets, sun, stars, their life cycles and the galaxies. Concepts from physics, chemistry, biology and geology are touched on. Explores theories of the composition and origin of the solar system, the universe and life. Students observe celestial objects including the moon, sun, planets, meteors, stars, nebulae and galaxies using telescopes in the University observatory. Not available to students who have taken ASTR002. Fulfills the Scientific Perspective. Mr. Blatt/Offered every fall



**ASTR002 THE PLANETS AND SPACE EXPLORATION/ LECTURE, OBSERVATORY**  
Covers much of the same material as ASTR001, but with more emphasis on the solar system and past and future projects for its exploration. Topics include the sun, comets and asteroids, planetary and satellite surfaces, and planetary interiors and atmospheres. The principles of rocket flight and the motion of objects in the solar system are treated qualitatively and with simple algebra. Observation sessions are an important part of the course (see ASTR001). Not available to students who have taken ASTR001. Fulfills the Scientific Perspective. Mr. Blatt/Offered every spring

**PHYS020 DISCOVERING PHYSICS/LECTURE, LABORATORY**  
This course emphasizes hands-on experience and the learning of science using approaches paralleling the ways scientists gain new knowledge. Open to all undergraduates. No special expertise in mathematics and science is assumed. Topics include wave and particle phenomena, with an emphasis on the properties of light. Two laboratories and group discussions per week. Discovering Physics uses teaching approaches that may be of interest to students with a concentration in Education, and is cross-listed in the Education Department. Graduate students in education may enroll in Discovering Physics as EDUC359, which includes a science-education research project. Fulfills the Scientific Perspective. Mr. Blatt, Mr. Mukhopadhyay/Offered every year

**PHYS040 SCIENCE AND SOCIETY**  
A first-year seminar, we will examine a few of the many important intersections of science with other areas of intellectual and cultural life. Topics will be selected according to participants' interests, and may include controversies over the teaching of evolution, energy and the environment, genetic engineering and world hunger, science and the arts, and relativity vs. cultural relativism. No special background in science is assumed. Satisfies the Verbal Expression requirement. Mr. Blatt/Offered in the fall

**PHYS110 INTRODUCTORY PHYSICS – PART I/LECTURE, DISCUSSION, LABORATORY**  
Introductory level course stressing both conceptual understanding and problem solving. This is a survey course for both science majors and others. Stresses the simplicity and self-consistency of physical models in explaining a variety of physical phenomena, with special attention to applications in the life sciences. Topics include Newtonian mechanics and an introduction to the thermal properties of matter. Calculus is not required, but elements of algebra and trigonometry are reviewed and utilized. PHYS110, with PHYS111, fulfills the usual entrance requirements for medical and dental schools. Three lectures and one discussion section per week, as well as one laboratory every other week. Fulfills the Scientific Perspective or Formal Analysis requirement. Mr. Blatt/Offered every fall

**PHYS111 INTRODUCTORY PHYSICS – PART II/LECTURE, DISCUSSION, LABORATORY**  
A continuation of PHYS110. Topics include wave motion, electricity, magnetism, optics, and a survey of modern physics. Three lectures and one discussion session per week, as well as one laboratory every other week. The PHYS110-111 sequence is designed to fulfill the usual entrance requirements for medical and dental schools. Fulfills the Scientific Perspective. Mr. Blatt/Offered every spring

**PHYS120 INTRODUCTORY PHYSICS – PART I/LECTURE, DISCUSSION, LABORATORY**  
Problem-oriented course intended for science majors; coverage is more in-depth than PHYS110. Topics include Newtonian mechanics and wave motion. Course should be taken with MATH124 so the elements of calculus and its applications to physics can be treated at the same time. Three lectures and one discussion section per week, as well as one laboratory every other week. Corequisite: MATH120 or 124. Fulfills the Scientific Perspective or Formal Analysis requirement. Mr. Agosta, Mr. Landee/Offered every fall

**PHYS121 INTRODUCTORY PHYSICS – PART II/LECTURE, DISCUSSION, LABORATORY**  
Continuation of PHYS120 offering a more in-depth introduction to physics than PHYS111. The topics of electricity, magnetism, light and optics are discussed. Recommended second semester course for physics, mathematics, and other science majors who intend to continue with PHYS130. Three lectures and one discussion session per week, as well as one laboratory every other week. Credit is not given for both PHYS111 and 121. Fulfills the Scientific Perspective. Corequisite: MATH121 or 125. Mr. Agosta, Mr. Landee/Offered every spring

**PHYS127 COMPUTER SIMULATION LABORATORY/DISCUSSION, LABORATORY**  
Introduces methods of computer simulation and its diverse applications. The course is project oriented, with students proceeding at their own pace depending on their background and interests. Projects include planetary motion, chaotic systems, fractal phenomena, random systems and thermal systems. Methods include the numerical solution of differential equations and Monte Carlo techniques. The course emphasizes object-oriented programming, and is recommended for prospective science majors as an introduction to programming rather than CSCI101. Two laboratory sections and two discussion periods per week. Fulfills the Scientific Perspective. Prerequisites: PHYS120, MATH120 or 124, or instructor permission. No background in computer programming is required. Mr. Gould/Offered every spring

**PHYS130 OSCILLATIONS, WAVES AND OPTICS/SEMINAR, LABORATORY**  
The third of a four-semester introductory survey of physics. The seminar meets for three hours per week plus an afternoon laboratory. Oscillations and harmonic motion, wave phenomena such as interference, diffraction and standing waves, plus ray and wave optics are some of the topics covered. Key experiments include studies of mechanical, acoustic and optical waves, wave resonance in oscillating systems, construction of optical instruments, and the measurement of the speed of light. Prepares the student for the study of quantum waves in PHYS131. Fulfills the Scientific Perspective. Prerequisites: PHYS111 or 121. Corequisite: MATH130. Mr. Kudrolli, Mr. Landee/Offered every fall

**PHYS131 QUANTUM PHYSICS/SEMINAR, LABORATORY**  
The last in a four-semester survey of physics; intended to follow PHYS130. After an introduction to relativity theory, the course emphasizes the experimental basis of atomic and nuclear structure leading to the development of wave mechanics. The laboratory uses modern research instrumentation to investigate contributions by Einstein, Rutherford, Compton, Moseley, Chadwick and others. Fulfills the Scientific Perspective. Prerequisite: PHYS130; corequisite MATH131. Mr. Blatt, Mr. Landee/Offered every spring



**PHYS150 STATISTICAL AND THERMAL PHYSICS/LECTURE, DISCUSSION**

Introduces the concepts of thermodynamics and statistical mechanics with the goal of understanding the behavior of macroscopic systems on the basis of microscopic theory. Topics include probability, entropy and the second law of thermodynamics, the Boltzmann probability distribution, heat and work, and the first and second law efficiencies of simple engines. Prerequisite: PHYS130. Corequisite: MATH131. Mr. Gould/Offered every fall

**PHYS160 CLASSICAL MECHANICS/LECTURE, DISCUSSION**

PHYS160 and 161 constitute an introduction to the concepts of classical physics at the intermediate level. Topics include particle and rigid body dynamics in inertial and noninertial reference frames. The necessary mathematical methods are introduced and applied. Prerequisites: MATH131 and PHYS111 or 121. Mr. Kudrolli, Mr. Landee/Offered every fall

**PHYS161 ELECTRICITY AND MAGNETISM/LECTURE, DISCUSSION**

Continuation of PHYS160. Topics include electro- and magnetostatics and electrodynamics through Maxwell's equations and relativity. Develops useful mathematical methods. Prerequisite: PHYS160. Mr. Landee, Mr. Mukhopadhyay/Offered every spring

**PHYS171 ATOMIC AND NUCLEAR PHYSICS/LECTURE, DISCUSSION**

Intermediate-level course providing an introduction to quantum mechanics and its applications to atoms, nuclei, molecules and solids. Prerequisites: PHYS131 and MATH131. Mr. Agosta, Mr. Fiala/Offered every year

**PHYS201 CLASSICAL DYNAMICS/LECTURE, DISCUSSION**

Designed to prepare students for graduate work in physics. Topics include Hamilton's principle, classical scattering theory, rigid body motion, canonical transformations, Hamilton-Jacobi theory and mathematical methods of physics. Lectures are the same as PHYS301, but the assignments and evaluation are separate. Prerequisite: PHYS160 and 161. Mr. Fiala/Offered every fall

**PHYS202 ELECTRODYNAMICS/LECTURE, DISCUSSION**

Designed to prepare students for graduate work in physics. Topics include boundary value problems in electrostatics and magnetostatics, electromagnetic-field equations and special relativity, electromagnetic waves, radiation theory, multipole fields and mathematical methods of physics. Lectures are the same as PHYS302, but the assignments and evaluation are separate. Prerequisite: PHYS161. Mr. Mukhopadhyay/Offered every spring

**PHYS205 QUANTUM MECHANICS – PART I/LECTURE**

PHYS205 and 206 constitute a comprehensive introduction to the concepts of quantum mechanics and their application in physics and chemistry. Sequence prepares students for graduate work. Lectures are the same as in PHYS305, but the assignments and evaluation are separate. Prerequisites: PHYS171 and MATH131. Staff/Offered every fall

**PHYS206 QUANTUM MECHANICS – PART II/LECTURE**

PHYS206 is a continuation of PHYS205. Prerequisite: PHYS205. Staff/Offered every spring

**PHYS209 STATISTICAL MECHANICS/LECTURE, DISCUSSION**

Designed to prepare students for graduate work in physics. The lectures are the same as in PHYS309, but the assignments and evaluation are separate. Prerequisites: PHYS150 and 171. Staff/Offered every fall

**PHYS219 ELECTRONICS LABORATORY/LECTURE, LABORATORY**

Examines principles of modern electrical measurement and control. Introduces DC- and AC-circuit theory and use of test instruments such as multimeters and the oscilloscope. Emphasizes electronic circuit design, operational amplifiers and digital circuits. Two lectures and one laboratory each week. Suitable for intermediate-level undergraduates and graduate students in the sciences. Mr. Agosta/Offered every other fall

**PHYS290 SENIOR SEMINAR/SEMINAR**

This capstone covers a selection of topics of current interest in physics. Offered for variable credit. Staff/Offered periodically

**PHYS299 DIRECTED STUDIES IN PHYSICS**

Independent student work in physics with the guidance of a faculty adviser. With permission of the instructor, students may enroll for senior capstone or honors projects, directed readings in areas not covered in regular courses, or independent research in theoretical, experimental or applied physics. Offered for variable credit. PHYS299 may be taken more than once. Staff/Offered every semester

**Graduate Courses****PHYS301 CLASSICAL DYNAMICS**

Graduate-level course in classical mechanics. Topics are similar to PHYS201, but are treated in greater depth. Mr. Fiala/Offered every fall

**PHYS302 CLASSICAL ELECTRODYNAMICS**

Graduate-level course in classical electromagnetism. Topics are similar to PHYS202, but are treated in greater depth. Mr. Mukhopadhyay/Offered every spring

**PHYS303 RESEARCH APPRENTICESHIP**

Research apprentices participate actively in an experimental or theoretical research group. Ph.D. students enroll in the course for three semesters with a minimum of one semester in a theoretical group and one semester in an experimental group. M.A. students take a minimum of one semester. Staff/Offered every semester

**PHYS305 QUANTUM MECHANICS – PART I/LECTURE, DISCUSSION**

PHYS305 and 306 offer a comprehensive introduction to quantum mechanics and its application in physics and chemistry. Topics include the foundations of quantum mechanics, symmetries and angular momentum, particle in a central potential, electron spin and perturbation theory. Staff/Offered every fall

**PHYS306 QUANTUM MECHANICS – PART II/LECTURE, DISCUSSION**

PHYS306 is a continuation of PHYS305. Topics include scattering theory, interaction of radiation with matter, second quantization, applications to simple atoms and molecules and an introduction to many-body theory. Staff/Offered every spring

**PHYS309 STATISTICAL MECHANICS/LECTURE, DISCUSSION**

Examines statistical mechanics with applications to physical systems. Topics include ensemble theory, the statistical basis of thermodynamics, quantum statistics, the virial expansion of a classical gas, ideal Bose and Fermi systems, the renormalization group and fluctuations. Staff/Offered every fall

**PHYS310 SOLID STATE PHYSICS/LECTURE, DISCUSSION**

Examines experimental properties and the quantum theory of solids. Topics include crystal and reciprocal lattice structures, the free-electron theory of metals, electronic band structure and the Fermi surface, lattice vibrations and the elementary excitations of solids. Prerequisite: PHYS305 or permission of instructor. Mr. Landee, Mr. Mukhopadhyay/ Offered every spring

**PHYS319 ADVANCED ELECTRONICS LABORATORY/ LECTURE, LABORATORY**

Similar to PHYS219, but more advanced. Topics are treated in greater depth. Suitable for graduate students in the sciences. Mr. Agosta/ Offered every fall

**PHYS320 ADVANCED SEMINAR IN PHYSICS**

Provides for special coverage of topics in physics of current research interest. Offered for variable credit. Staff/Offered periodically

**PHYS325 RESEARCH SEMINAR**

Student participation seminar on current research problems. Offered for variable credit. Staff/Offered periodically

**PHYS327 ADVANCED COMPUTER SIMULATION LABORATORY**

Similar to PHYS127 but more advanced. Suitable for graduate students in the sciences or undergraduates who have completed PHYS127. Prerequisite: PHYS127 or instructor permission. Mr. Gould/Offered every spring

**PHYS390 COLLOQUIUM**

Weekly invited lecturers speak on current research topics. Required for all graduate students and recommended for undergraduates involved in research. Not offered for credit. Staff/Offered every semester

**PHYS397 RESEARCH**

Thesis and dissertation preparation. Offered for variable credit. Staff/Offered every semester

**PSYCHOLOGY****Program Faculty**

Michael Addis, Ph.D., *Chair*  
 Michael Bamberg, Ph.D.  
 Roger Bibace, Ph.D.  
 Nancy Budwig, Ph.D.  
 Esteban Cardemil, Ph.D.  
 James Cordova, Ph.D.  
 Joseph de Rivera, Ph.D.  
 Rachel Falmagne, Ph.D.  
 Abbie Goldberg, Ph.D.  
 Wendy S. Grolnick, Ph.D.  
 Lene Jensen, Ph.D.  
 James Laird, Ph.D.  
 David Stevens, Ph.D.  
 Nicholas Thompson, Ph.D.  
 Jaan Valsiner, Ph.D.  
 Penelope Vinden, Ph.D.  
 Marianne Wiser, Ph.D.

**Adjunct Faculty**

Sharon A. Griffin, Ph.D.  
 Linda Kennedy, Ph.D.

**Part-Time Faculty**

Robert Ciottone, Ph.D.  
 Michael Cirillo, Ph.D.  
 Lisa Comparini, Ph.D.  
 Cathleen Crider, Ph.D.

**Affiliate Faculty**

Eydie Kasendorf, Ph.D.

**Research Faculty**

Jeffrey Arnett, Ph.D.  
 Elaine Reese, Ph.D.

**Program Overview**

The department provides educational experiences that both contribute to liberal-arts education and prepare students for graduate work in psychology or related disciplines. The program emphasizes the role of psychological scholarship in understanding human behavior and experience. The program culminates in small and intensive capstone courses that offer students an opportunity to participate fully in the theoretical and research life of the department.

**Major Requirements**

The six introductory courses provide a foundation in the content and method of psychology and should normally be completed by the end of the sophomore year. The introductory courses include PSYC101 General Psychology, two methods courses, PSYC105 Quantitative Methods and PSYC107 Approaches to Psychological Research, and at least one course from each of three broad content areas of psychology. These are:



**Basic Processes (BP):** Courses in evolutionary psychology, physiological psychology, learning, sensation and perception, and cognition.

Choose from:

- BIOL140 Biology of the Brain
- BIOL141 Brain and Behavior
- PSYC120 Human Cognition
- PSYC130 Psychology of Learning
- PSYC135 Paradox of Animal Sociality
- PSYC136 Animal Instinct, Animal Mind
- PSYC142 Sensation and Perception
- PSYC145 Psychophysiology

**Development (DEV):** Courses in historical, cultural and human developmental psychology. Choose from:

- PSYC150 Developmental Psychology
- PSYC156 Cultural Psychology
- PSYC157 Cultural Psychology of Urban Living
- PSYC158 Discourse, Subjectivity and Self

**Social/Personality (S/P):** Courses in social, clinical, personality and abnormal psychology. Choose from:

- PSYC170 Social Psychology
- PSYC172 Psychology of Personality
- PSYC173 Introduction to Abnormal Psychology
- PSYC175 Introduction to Clinical Psychology
- PSTD176 Introduction to Peace Studies and the Psychology of Peace

### Declaring a Psychology Major and Related Field

A student nearing the end of his or her sequence of introductory courses should come to the department office to declare a major and be assigned a psychology adviser. This formality will normally occur by the spring of a student's sophomore year. When declaring a major, a student must also choose a related field. The related field requirement reflects the conviction of the faculty that all academic areas are usefully related to psychology and that understanding the relation between psychology and another discipline requires knowing that other discipline in considerable depth. A related field is generally a recognized six-course concentration or minor. Alternatively, a student may adopt as a related field any pattern of six courses that his or her psychology adviser has approved as providing depth of knowledge in a discipline related to psychology.

### Mid-Level Courses

In addition to the above six introductory courses, majors must take two mid-level courses that provide experience with the two fundamental activities of academic psychology, the analysis and interpretation of psychological literatures and the conduct of psychological investigations. Students complete at least one each of the following types of mid-level courses by the end of the junior year.

**First Seminars** focus on the attentive analysis of psychological texts, the articulation of opinions concerning psychological issues, and the use of library and reference skills in psychological writing. (Permission to take a capstone seminar as a first seminar will not ordinarily be given and must, in any case, be obtained in writing in advance from the faculty member involved.) Choose one from numbers PSYC240-259.

**Laboratories** focus on doing psychological research including planning, data collection, analysis, interpretation and presentation. (Choose from numbers PSYC200-214.) The laboratory requirement may be fulfilled by taking a research course.

**Research courses** are opportunities to participate in faculty and/or graduate-student research projects, in all stages of the research process from conceptualization to presentation. The work normally terminates in an Academic Spree Day presentation and/or co-authorship of a scholarly paper or conference presentation. Students desiring to join a research course should make arrangements with a faculty sponsor well in advance. In approaching faculty members to make these arrangements, students should bear in mind that research courses are taken on as an addition to a faculty member's normal teaching load and space is limited. Choose from numbers PSYC215-235. In rare instances, this requirement may be met by research experience done for credit in another department. In such cases, PSYC101, 105 and 107 must have been completed, and the proposed project approved before course registration and after course completion.

### Capstone Courses

Capstone courses provide an opportunity for students to participate more intensively in the analysis of a psychological literature or the pursuit of empirical research in psychology. Thus, the capstone requirement may be fulfilled by taking one of two kinds of courses.

Capstone seminars are open to undergraduates and are taught at or near the graduate level. Choose from numbers PSYC260-299.

**Capstone Research:** Students fulfilling the capstone requirement with a research course should notify the faculty member when they seek permission for the course. Capstone research students should expect to write a substantial research report describing the theory, methods, statistical or quantitative analysis, results and conclusions of the project they conducted.

### Honors Program

Honors work in psychology is available to seniors who have demonstrated high scholastic achievement and the ability to work independently in scholarly situations. Students petition the department faculty for admission to the honors program with the support of a faculty sponsor and a description of a proposed research project. This research provides a basis for a thesis that, upon completion, is presented and defended by the student before an examining committee of faculty. Level of honors is determined by the full department on the basis of recommendations from its examining committees. Students interested in departmental honors in psychology should make arrangements with a faculty sponsor during the second semester of their junior year or earlier, enroll in PSYC297 for the two semesters of their senior year, and be formally admitted to the program no later than the beginning of their senior year.

### Graduate Program

#### M.A. Degree

The M.A. degree is not required for completion of the doctoral degree. All students complete an independent research project by the end of their second year and present the results at a departmental conference. Students may choose to write up their research in the form of a master's thesis and submit it to the graduate school in order to receive an M.A. degree.

#### Graduate Training in Clinical Psychology

The basic philosophy in the training of clinical psychology students, as for all graduate students in the department, is that specialization, necessary as it is, is a process of individualization and emphasis rather than one of restriction, isolation and compartmentalization. Our aim is to



provide an integrated series of intensive educational experiences in class, laboratory and practicum clinical settings (in the University and in other agencies) in which specialist training in clinical psychology is attained along with increasing competence in general psychology, theory and research. It is our hope that these aims and training procedures will equip our graduates to deal with special problems in clinical psychology from the vantage point of knowledge about contents and methods of other areas of psychology. It is assumed that this perspective will develop inquiry-oriented psychologists with creative-integrative approaches to clinical problems and their relationship to psychological knowledge. The clinical-training program includes course work and practice with adults and children. In addition to more traditional training, the program offers opportunities in child clinical and marital-and-family intervention.

The program for the Ph.D. in clinical psychology has, in addition to the general requirements, the following special requirements. Each student must take at least one course from each of three areas:

- Biological aspects of behavior (e.g., physiological psychology, behavior and evolution, human neuropsychology)
- Cognitive-affective aspects of behavior (e.g., symbolism, cognitive development, logical reasoning, action and emotion)
- Social aspects of behavior (e.g., interpersonal relations, social cognition)

Each student must take PSYC311 Psychopathology, PSYC310 Theories of Psychotherapies, and PSYC393 Historical Backgrounds of Contemporary Psychology. Each student must complete a minimum of one year of internship in clinical settings. All clinical students participate for four years in practicum training offered at the University or other agencies. For further information contact the director of clinical training. The clinical-psychology program is currently accredited by the American Psychological Association (APA). For more information, the APA Committee on Accreditation can be contacted at 750 First Avenue, N.E., Washington, D.C. 20002-4242, (202) 336-5500, (202) 336-6123 TDD.

### **Graduate Study in Developmental Psychology**

The developmental psychology curriculum is intended to prepare students for a career in research, teaching and scholarly activity. It strives to impart both theoretical sophistication and competence in observational, experimental, interpretative and comparative inquiry with regard to developmental issues. Emphasized are ways of representing and examining all life phenomena, rather than focusing exclusively on a particular population (e.g., infants, children, adults) or a specific subject matter. In-depth study is offered with particular populations and in specific areas bridging social, cognitive and language development. Students with a concentration in developmental psychology are required to enroll for two semesters in PSYC300 Developmental Psychology Forum and take a series of six graduate developmental seminars. These eight courses satisfy, at the same time, the content courses requirement of the graduate program. Since there are no sharp separations between different areas within the department, students who work primarily in developmental psychology have the opportunity to study with other faculty in the department who have an interest in their area of specialization.

Distinctive features of the program include a strong interest in theoretical perspectives, a concern with the relationship between problems and methods of inquiry, and an attempt to place questions in

their historical and cross-disciplinary contexts. Faculty interests intersect around topics in the development of psychological processes in societal and cultural context, specifically in the development of conceptualization and reasoning, in the study of social relations and interpersonal interactions, development of languages, symbolization and communication, and study of the relation of environmental conditions to functioning.

Research facilities in the department include a child-study area. There are opportunities for research in the schools and in other community settings. The Goddard Library has an extensive collection of books and journals going back to the inception of graduate study in psychology in the United States. Computer facilities are available on campus and in the department. For additional information about study in developmental psychology, write to Marianne Wiser (mwiser@clarku.edu).

### **Graduate Study in Social-Evolutionary-Cultural Psychology (SEC)**

Clark's program in Social, Evolutionary and Cultural Psychology integrates three perspectives. The social psychological perspective examines human interactions from the point of view of the experiences of self and the emotional feelings and action of the individuals that participate in them. At Clark, it includes the study of group dynamics, intergroup relations and societal peace and conflict. The biological-evolutionary perspective examines humans' interactions against the background of their evolutionary history, looking for enduring themes that persist in contemporary human social behavior. The cultural psychological perspective examines the manner in which presuppositions arising from language, culture, and social and political ideology interact with our basic natures to produce human experience and behavior. The program encourages interdisciplinary research, as well as novel projects (e.g., our E-motion project) and research-action paradigms (such as our Peace Studies Program). Members of the SEC program, both faculty and students, work together to design courses that meet their interests, as well as those of the department as a whole. For further information, contact Joseph de Rivera at jderivera@clarku.edu.

### **Graduate Study in Other Areas**

Other current interests of the faculty include feminist cognition, cognition and instruction, and the psychophysics of taste and smell. Teaching and research emphasize theoretical relevance and preserving and exploring the connections among areas of specialization. Faculty and students typically maintain extensive and regular interactions. In particular, most of the faculty have close connections with all the programs. The department also has education research ties with a number of institutions in the Worcester-Boston area (e.g., the Worcester Foundation for Experimental Biology, the University of Massachusetts Medical School), as well as other departments at Clark. For further information, write to the chair of the department, Michael Addis.

### **Frances L. Hiatt School of Psychology**

The Frances L. Hiatt School of Psychology, formed in 1987, has a major endowment provided through the generous support of the Hiatt family. The school, which encompasses the Department of Psychology with the Heinz Werner Institute for Developmental Analysis and the Department of Education, provides, in addition to Frances L. Hiatt Graduate Fellowships, opportunities for organizing and attending conferences and support for travel and research activities for the school's faculty and students.



## **The Heinz Werner Institute for Developmental Analysis**

Associated with the department is the Heinz Werner Institute for Developmental Analysis, which has three aims: to integrate various research programs dealing with developmental problems; to attract scholars, teachers and research workers from disciplines for which developmental problems are pertinent, such as anthropology, biology and certain areas of medicine; and to train research workers on postdoctoral levels in the comparative-developmental approach to behavior.

## **Doctoral Program**

**General Requirements:** Only those students who plan to enroll in the Ph.D. program on a full-time basis are admitted for graduate work. The aim of the program is to provide students with a general integrated background covering the various areas of psychology. Specialization in several areas of study is available. Although a small department cannot reflect the entire spectrum of perspectives toward the study of psychology, a considerable number of theoretical orientations are demonstrated by the faculty. Important emphasis is placed on theoretically grounded inquiry and conceptually and methodologically rigorous research. In all programs, including the clinical program, there is a deep concern with conceptual analysis and theoretically grounded and directed inquiry. Unique is the diversity of methods of investigation used by faculty and graduate students in their work and the range of problems taken to fall within the purview of psychologists. Students are acquainted not only with traditional experimental and naturalistic methods, but also with phenomenological, structural, hermeneutic and other methodologies. Participation in research is strongly encouraged, the nature of which is determined by interests a student shares with faculty members. Students are expected to contribute significantly to problem formulation, conceptualization, methodology, analysis and write-up of research work.

## **Advisers**

A faculty adviser will be assigned to help each student plan a curriculum to best meet individual needs and goals. The adviser may change or waive any of the requirements of specific training programs with department approval, but ordinarily the adviser's function is to assist students in selecting a curriculum from within the normal requirements. In addition to course selection, the adviser will work with the student to develop a portfolio of scholarly and professional accomplishments.

## **Course work**

Students ordinarily are expected to take four courses in each semester for their first two years, including PSYC301 Problem, Theory and Method in Psychology and PSYC302 Statistical Methods in their first year. In subsequent years, students continue to enroll in a full program which ordinarily includes three or four content courses and research and reading courses. A total of at least 16 one-semester content courses is required for admission to candidacy for the Ph.D. There are special course distribution requirements in effect for clinical students, and clinical applicants should consult the section on Training in Clinical Psychology for information about course requirements. Content courses include: all graduate seminars; clinical methods courses; Statistical Methods; Problem, Theory, Method; and courses numbered 300-379 and 390-399 (Topics are similar to capstone seminars but are treated in greater depth). Up to four directed-reading courses may be taken as content courses after the second year and with the supervising faculty member's approval.

## **Research in the First Year**

To encourage each student to become actively involved in research from the beginning of graduate training, a research apprenticeship program exists through which faculty and students can voluntarily begin working on research together during the first year. Participating faculty provide a brief description of current research projects in which students can become involved or notify students about when their project meetings are held. During the first two weeks of each year students have the opportunity to consider these projects and contact a faculty member to discuss becoming an apprentice in the described research project.

## **Qualifying Projects**

In order to advance to candidacy for the doctoral degree, students must complete six elements of a qualifying portfolio by the end of their third year in the program. Students are expected to complete two elements per year to stay on track towards completion of the portfolio. Elements may be papers written under the supervision of a faculty member, manuscripts submitted for publication, conference presentations or grant proposals. Students are expected to form a portfolio committee of three faculty members by the end of their first semester, with the primary research adviser serving as chair. The committee oversees and approves elements of the portfolio. The student is responsible for maintaining steady progress of the portfolio and for meeting stated deadlines. Written feedback regarding progress on the portfolio will be provided bidirectionally each year by the student and the primary research adviser.

## **Examination in Statistical Methods**

Students are required to demonstrate competence in statistical methods by satisfactory performance on an examination in that area. The examination is normally taken in two parts during the student's first year, at the completion of each semester of the course in Psc 302 Statistical Methods.

## **Ph.D. Dissertation Proposal Defense**

Once in final form, the dissertation proposal will be presented and defended by the candidate in a meeting with the three faculty on the dissertation committee. This defense, which is based on questions and discussions (no presentation of the proposal) is intended to demonstrate the candidate's command of the relevant base and of the rationale of the proposed study, and the candidate is expected to be able to substantiate theoretical and procedural aspects of the research. It is expected that the proposal presented will be satisfactory in substance in most cases, since it will normally be developed in consultation with members of the candidate's dissertation committee.

## **Ph.D. Dissertation**

Students demonstrate the ability to conduct research by the presentation of an acceptable dissertation. The topic of the dissertation usually is selected by the student working with one or more members of the faculty. Once students have worked out a general research plan, a dissertation committee is formed to supervise and assist in all phases of the research effort, from articulation of the research design to the write-up of the final draft. After completion of the research, students submit a draft of the dissertation to the committee, which will aid students in making necessary revisions. At the point that the committee decides that the dissertation is complete and ready for presentation, the oral examination is scheduled.



### **Ph.D. Oral Examination**

Following submission of the dissertation, a final two-hour oral examination is held in which students present and defend their dissertation. The dissertation will be presented publicly to the psychology faculty and graduate students (and guests where appropriate), and open to questions from the faculty. The format is similar to that of a professional presentation (job talk or colloquium). The candidate is expected to demonstrate his/her ability to address questions on the theoretical frame, the substantive questions, and the findings of his/her work and on related matters, both from experts in their immediate area and from broadly informed members of the audience. The dissertation oral will include the committee and an additional two or three faculty members appointed by the department chair. The selected readers must be specialists in the field (at the level of Ph.D. or its equivalents), including affiliated, adjunct faculty, visiting and postdoctoral scholars, aside from full-time faculty. In case of expertise needed, committee members may be invited from other universities to participate in the final oral examination. Optimally, all faculty with generally related interest and knowledge will attend. The oral will be chaired by the department chair or designee. The Ph.D. must be completed in six years (excluding an internship year or official leave). An additional year may be granted by faculty approval of a petition on other grounds, such as part-time study because of financial necessity.

### **Postdoctoral Opportunities**

The Psychology Department is in the process of establishing a postdoctoral program in all areas where it currently offers doctoral degrees. International postdoctoral visitors have been the core of the present program, and federally funded postdoctoral positions for U.S. citizens are expected to be established in the near future.

### **Courses**

#### **BIOL140 BIOLOGY OF THE BRAIN/LECTURE, LABORATORY, DISCUSSION**

See Biology 140.

#### **PHIL170 PHILOSOPHY OF PSYCHOLOGY/FIRST SEMINAR**

See Philosophy 170.

#### **PHIL211 PHILOSOPHY OF COGNITIVE SCIENCE/FIRST SEMINAR**

See Philosophy 211.

#### **PSTD101 AN INTRODUCTION TO PEACE STUDIES AND THE PSYCHOLOGY OF PEACE**

See Peace Studies 101.

#### **PSYC101 GENERAL PSYCHOLOGY/LECTURE, DISCUSSION**

Introduction to the principles of human behavior. No prerequisite. Unless otherwise noted, this course is a prerequisite to all other psychology offerings. Discussion attendance required. Mr. Addis, Ms. Goldberg, Mr. Laird/Offered every semester

#### **PSYC105 QUANTITATIVE METHODS/LECTURE**

Introduction to descriptive and inferential statistics for the social sciences. Prerequisite: PSYC101. Ms. Vinden, Mr. Laird/Offered every semester

#### **PSYC107 APPROACHES TO PSYCHOLOGICAL RESEARCH/LECTURE, DISCUSSION**

Focuses on the role of research in psychological thought and theoretical development, research methods, and the principles of experimental design. Covers the range of methods used by psychologists, including qualitative analyses (participant observation and discourse analysis), as well as the traditional experimental methods. This course is a prerequisite for all laboratory or research courses. Prerequisite: PSYC105. Mr. Bamberg, Mr. Stevens/Offered every semester

#### **PSYC120 INTRODUCTION TO COGNITION/LECTURE, DISCUSSION**

The course provides an overview of some of the cognitive functions that comprise our mental life as we function in the world, such as thinking, concepts, memory, attention, language, problem solving and decision making. We examine the mental processes that underlie these functions, and how those aspects of thought are interconnected. The objective of the course is to acquaint students with some of the concepts and findings cognitive psychologists have developed and to stimulate critical thinking about different theoretical approaches to psychology and about ways in which work from cognitive psychology can contribute to an understanding of human functioning in social and cultural context. The assumptions underlying the perspective of cognitive psychology are discussed and the extensions and contributions of that approach to sociocultural, clinical and developmental questions are explored. Ms. Joffe Falmagne/Offered every year

#### **PSYC130 PSYCHOLOGY OF LEARNING/LECTURE**

Focuses on historical and current issues in the psychology of learning. Topics include classical and operant learning, the role of language and cognition, and continuity and discontinuity in human and nonhuman species. Mr. Addis, Mr. Córdova/Offered periodically

#### **PSYC135 THE PARADOX OF ANIMAL SOCIALITY/LECTURE, DISCUSSION**

Examines Darwinian theory as it applies to animal-social organizations. The course redefines such concepts as natural selection, adaptation, communication, personality, emotions, grouping and territoriality as they apply to animal behavior. This course is run with much class discussion and emphasis on questioning theories, constructing new models and arriving at new, clearer definitions. Prerequisite: Introductory biology or psychology normally required, but open to freshmen with special qualifications; see instructor. Mr. Thompson/Offered every year

#### **PSYC136 HUMAN INSTINCT, ANIMAL MIND/LECTURE, DISCUSSION**

Explores the relation between animal and human psychology, first by looking at humans as animals, then exploring human-like qualities, such as mind or emotions, as they occur in animals. Offered only on a credit, no-record basis. Mr. Thompson/Offered every year

#### **PSYC141 BRAIN AND BEHAVIOR/LECTURE, DISCUSSION**

See Biology 141.

#### **PSYC142 SENSATION AND PERCEPTION/LECTURE**

Sensation, perception and cognition work together to give us meaningful information about the world. This course examines how information is picked up from the environment and then coded, transformed and integrated by the sensory systems with special emphasis on vision. Topics include basic visual and auditory functions, vision abnormalities and deafness, taste, touch and pain, and how babies perceive the world. Ms. Wiser/Offered every year

#### **PSYC145 PSYCHOPHYSIOLOGY/LECTURE**

Deals with how the activities of the body outside of the central nervous system interact with, reflect or produce psychological states and processes. Topics will include the functioning of the autonomic nervous system; techniques for measuring autonomic and other bodily activities; the role of bodily activities in emotions and other feelings; lie detection; the impact of stress on autonomic functioning and on immune system function; the effects of meditation, exercise and biofeedback on physiology and experience. Mr. Laird/Offered every year



**PSYC150 DEVELOPMENTAL PSYCHOLOGY/LECTURE**

Discusses the development of biological, cognitive and social functioning from conception to adolescence. Emphasizes and contrasts theoretical approaches to conceptualizing changes in developing children in light of current research. Staff/Offered every semester

**PSYC151 PSYCHOLOGY OF AGING/LECTURE, DISCUSSION**

Development from young adulthood through old age is considered with an emphasis on current developmental theories and psychopathological conditions. This course is designed to introduce the student to the study of the developmental changes that occur in adulthood and during the aging process. After completing this course, the student should: understand the physical, social, emotional, intellectual, and personality changes that take place from young adulthood through old age; understand the current theories of development in adulthood; be able to better analyze and evaluate current research findings presented in the media; and be prepared for future classes, research experiences, or other endeavors in the field. Staff/Offered periodically

**PSYC156 CULTURAL PSYCHOLOGY/LECTURE, DISCUSSION**

Provides a systematic overview of knowledge about cultural organization of human psychological functions, and how psychology as a research discipline can study these functions. Strong theoretical and methodological orientation is included. Mr. Valsiner/Offered every spring

**PSYC157 CULTURAL PSYCHOLOGY OF URBAN LIVING/LECTURE, DISCUSSION**

The focus is to provide the students with skills of observational research in culturally structured open spaces (urban settings). Research tasks will be set up for the students in different cultural contexts in the local environment. The students will carry out an observational and a naturalistic-experimental study and write a research report. Fulfills the Comparative Perspective. Mr. Valsiner, Staff/Offered periodically

**PSYC158 DISCOURSE, SUBJECTIVITY AND SELF/LECTURE, DISCUSSION**

Provides a multiple perspective approach to subjectivity and the self: biological, cognitive-experimentalist, experiential, social constructionist and psychodynamic. Examines the role of discourse in how the self is constructed with special emphasis on developmental aspects. Mr. Bamberg/Offered periodically

**PSYC170 SOCIAL PSYCHOLOGY/LECTURE, DISCUSSION**

Examines love, fear, conflict and other basic processes involved in group dynamics, interpersonal relations, community psychology, inter-group relations, organizational behavior and the interface between human nature and culture. These basic processes are related to the attempt to achieve a world of peace and justice. In addition to quizzes and a final exam, students are asked to apply their knowledge of basic processes in a personal or political action. Prerequisite: PSYC101 or instructor's permission. Mr. de Rivera/Offered every year

**PSYC172 PSYCHOLOGY OF PERSONALITY/LECTURE**

Considers theories regarding behavioral differences among persons in response to the same or similar situations: includes typological, trait, psychoanalytic, traditional and neobehavioristic, and personological conceptions. Mr. Cordova/Offered every year

**PSYC173 INTRODUCTION TO ABNORMAL PSYCHOLOGY/LECTURE**

Discusses the manner in which abnormal behavior has been traditionally defined and the implications of these definitions. Provides a comprehensive overview of the major categories of abnormal behavioral disorders with an emphasis on theory and research (e.g., schizophrenia, affective disorders, substance abuse, eating disorders, etc.). Special

attention is paid to issues of assessment, intervention, legal issues and prevention. Ms. Grolnick, Mr. Cardemil/Offered every year

**PSYC175 INTRODUCTION TO CLINICAL PSYCHOLOGY/LECTURE, DISCUSSION**

Surveys various approaches to clinical assessment and intervention. Emphasizes the assumptions underlying alternative approaches and the actual activities of clinical psychologists. This course also covers special topics including ethics, health psychology, clinical neuropsychology and forensic psychology. Mr. Addis/Offered periodically

**PSYC193 DISCOURSE, SELF AND GENDER/FIRST-YEAR SEMINAR**

This seminar attempts to explore through the lens of discourse how people make sense of themselves as "gendered beings," with a focus on the construction of "masculinity." Since this course carries the Language and Culture Perspective, it is expected that students will acquire the basic grammatical and syntactic categories necessary for in-depth analyses of language in use. Students will be expected to commit themselves to a high-level academic atmosphere and to a challenging workload that will result in stimulating class discussions. Fulfills the Language and Culture Perspective. Mr. Bamberg/Offered periodically

**PSYC194 FOUNDATIONS OF PSYCHOLOGY/FIRST-YEAR SEMINAR**

This seminar is for first-year undergraduates who are interested in majoring in psychology and who want to gain in-depth insight into the science of psychology in its contemporary state. The students will meet with the seminar leader—psychology faculty—weekly and will cover the introductory materials into psychology through discussion and writing of research papers. Staff/Offered periodically

**PSYC195 PURSUIT OF AN INQUIRY/FIRST-YEAR SEMINAR**

Designed primarily for incoming students, this course provides an opportunity to pursue independent scholarship in chosen fields. Students must write a substantial term paper by the end of the semester. Class meetings are used to clarify the exposition of ideas and to train the participants in how to exploit the resources of the community for independent scholarship. Papers may be written on any topic. PSYC101 is not a prerequisite. Instructor's permission. Staff/Offered periodically

**PSYC196 PSYCHOLOGY THROUGH HISTORY/FIRST-YEAR SEMINAR**

This seminar for first-year undergraduates will help students get a head start for a future in psychology from an interdisciplinary focus. This course entails the investigation and discussion of great literary and philosophical works that have a profound influence on today's academic psychology. Students will learn the contextual relevance that surrounds the past and present. Students will also learn to efficiently and rigorously investigate and report on texts significant to psychology. Fulfills the Historical Perspective. Staff/Offered periodically

**PSYC201 LABORATORY IN SOCIAL PSYCHOLOGY/LABORATORY, DISCUSSION**

General principles of experimental design are learned through the design and performance of original experiments in experimental social psychology. Both group and individual experiments are conducted in any of the usual topic areas of social psychology. Prerequisites: PSYC105, 107, 170. Staff/Offered periodically

**PSYC202 LABORATORY IN DEVELOPMENTAL PSYCHOLOGY/LABORATORY, DISCUSSION**

A general introduction to conceptual issues related to research in the area of human development. Students participate in group research projects involving observational and experimental techniques and receive training in all phases of research, including formulating research questions, data collection and analysis, and report writing.



Prerequisites: PSYC105, 107 and 150. Ms. Budwig, Staff/Offered every year

**PSYC203 LABORATORY IN THINKING PROCESSES/LABORATORY, DISCUSSION**

Introduces students to the how-to of doing qualitative interview research on reasoning. The course provides an introduction to interview methods and qualitative data analysis, to some of the existing qualitative research on reasoning, and on how to construct a specific research question. Students then conduct studies on such questions as: How do people reason about the causes of everyday events and of social problems? What kinds of processes do people use to sort out contradictory accounts? How do people draw conclusions from given information? There will be flexibility for students to engage more deeply in content areas of particular interest to them. Prerequisites: PSYC105, 107. Ms. Falmagne/Offered periodically

**PSYC204 LABORATORY IN EMOTION AND MOTIVATION/LABORATORY, DISCUSSION**

A study is designed to examine how individual or collective emotions influence behavior. Data are gathered, analyzed and reported. Prerequisites: PSYC105, 107 and instructor's permission. Mr. de Rivera/Offered periodically

**PSYC205 LABORATORY IN TASTE AND SMELL/LABORATORY, DISCUSSION**

Discusses concepts of experimental design and method. Experiments are conducted on the scaling of taste, smell and flavor, such as the comparison of the sweetness and pleasantness of different sugars. Prerequisites: PSYC105, 107 and instructor's permission. Mr. Stevens/Offered periodically

**PSYC206 LABORATORY IN PERSONALITY/LABORATORY, DISCUSSION**

Examines issues and problems in psychological research in personality, with the problems being exemplified in class and in individual studies. Research may be in conventional areas of personality research, such as perceptual defense, motives and performance, self-perception, experimenter influence, and emotions. Prerequisites: PSYC105, 107, 172. Staff/Offered every year

**PSYC207 LABORATORY IN CULTURAL PSYCHOLOGY**

Examines how research in cultural psychology can be conducted on the basis of materials available in the public domain—verbal and visual records, descriptions of psychological issues in literatures from different countries, and in introspection. Prerequisite: PSYC101 or PSYC196. Staff/Offered annually

**PSYC211 LABORATORY IN COMMUNITY PSYCHOLOGY/LABORATORY, DISCUSSION**

Concerned with the prevention of mental-health problems and enhancement of individual functioning through the strengthening and empowerment of communities. Weekly lectures introduce essential principles and methods. In weekly laboratory settings, students design, conduct and evaluate their own community research projects. Designed for students already actively engaged in neighborhood or community-based initiatives. Prerequisites: PSYC105, 107, 172 and instructor's permission. Staff/Offered periodically

**PSYC212 LABORATORY IN GENERAL PSYCHOLOGY/LABORATORY, DISCUSSION**

Students develop skills investigating various aspects of human behavior and experience. Prerequisites: PSYC105, 107. Staff/Offered periodically

**PSYC213 LABORATORY IN FAMILY PROCESSES/LABORATORY, DISCUSSION**

Examines family-based correlates of early socioemotional development. Both self-report and observational methodology are used to assess individual, dyadic and whole family functioning. Topics vary, but may

include studies of dyadic and family play, intimate relationships among married couples, family-based correlates of children's school adjustment and other topics. Prerequisites: PSYC105, 107, 172 and instructor's permission. Staff/Offered periodically

**PSYC214 LABORATORY IN INTERVIEWING/LABORATORY, DISCUSSION**

Enables students to use interviews as a research tool productively and responsibly, with emphasis on structured, focus-group and unstructured (qualitative) interviews. The different approaches and techniques will be explored theoretically and with practical exercises. A valuable research prerequisite for doing honors work in the social sciences. Prerequisite: PSYC107 or instructor's permission. Mr. Bamberg/Offered periodically

**PSYC215 RESEARCH IN EMOTION/LABORATORY, DISCUSSION**

Working in close collaboration with the instructor, students design, conduct and present a piece of research that investigates an emotional or motivational phenomenon. Instructor's permission. Mr. de Rivera/Offered periodically

**PSYC216 RESEARCH IN HEALTH PSYCHOLOGY/LABORATORY, DISCUSSION**

Research in the area of health psychology addresses any issues related to health and disease in individuals and groups; analyses of doctor/patient relationships and particular diseases (acute and chronic) of interest to a student. Faculty members in the area of health psychology are also associated with the Department of Family Medicine and Community Health at UMass Medical School and the Department of Obstetrics and Gynecology at the New England Medical Center in Boston. Instructor's permission. Mr. Bibace/Offered periodically

**PSYC219 RESEARCH ON MIND IN CONTEXT/LABORATORY, DISCUSSION**

Explores the relationship between children's developing understanding of mind, parenting style and mother-child interactions. Students join the professor in an ongoing research project. Prerequisite: PSYC107 and instructor's permission. Ms. Vinden/Offered every year

**PSYC220 RESEARCH IN CHEMORECEPTION/LABORATORY, DISCUSSION**

With the instructor, students design, conduct and interpret research in taste, smell and flavor. Instructor's permission. Mr. Stevens/Offered every year

**PSYC221 RESEARCH IN SOCIAL PSYCHOLOGY/LABORATORY, DISCUSSION**

Students participate in the design, execution, analysis and interpretation of research on self-awareness and self-knowledge, including areas of emotions, attitudes and abilities. Prerequisites: PSYC105, 107, 170, and instructor's permission. Mr. Laird/Offered every year

**PSYC222 RESEARCH IN COGNITIVE DEVELOPMENT/LABORATORY, DISCUSSION**

Students participate in an ongoing research project in collaboration with the instructor and graduate students. Students participate in designing and conducting studies in schools and day-care centers, analyzing data and presenting findings. Recent topics include the development of early literacy, the understanding of maps and models in young children, children's ideas about the physical world, and children's understanding of diseases. Prerequisites: PSYC105, 107, 150 or instructor's permission. Ms. Wiser/Offered periodically

**PSYC223 RESEARCH IN MOTIVATIONAL AND EMOTIONAL DEVELOPMENT IN INFANTS, CHILDREN AND ADOLESCENTS/LABORATORY, DISCUSSION**

Ongoing research on the effects of contexts (home, school, etc.) on the emotional and motivational development of children. Instructor's permission. Ms. Grolnick/Offered every semester



**PSYC224 RESEARCH ON IDENTITY DEVELOPMENT/LABORATORY, DISCUSSION**

Designed to train students in an ongoing research project on the development of subjectivity and identity in and through discourse, particularly narrative discourse. Instructor's permission required. Mr. Bamberg/Offered periodically

**PSYC226 RESEARCH IN BIOACOUSTICS/LABORATORY, DISCUSSION**

The research analyzes animal and human infant sounds to describe their form and discover their significance. Meets weekly to plan and carry out research projects. Limited enrollment. Instructor's permission and a period of volunteer apprenticeship normally required. Mr. Thompson/Offered every year

**PSYC229 RESEARCH IN THE DEVELOPMENT OF LANGUAGE AND LANGUAGE SOCIALIZATION/ LABORATORY, DISCUSSION**

Students participate in an ongoing project concerning language development and language socialization. Students are responsible for various phases of research, including preparing literature surveys, analyzing data and interpreting results. Towards the end of the semester, students prepare a written paper describing their work. Instructor's permission. Ms. Budwig/Offered every semester

**PSYC230 RESEARCH IN CULTURAL PSYCHOLOGY/LABORATORY, DISCUSSION**

Provides students with an overview of the empirical research practices in different branches of cultural psychology and with practical skills in designing and carrying out one's own (or group) project. The projects are expected to continue over the following semesters. Instructor's permission required (and granted for continuing projects). Mr. Valsiner/Offered every semester

**PSYC231 COUPLES RESEARCH/LABORATORY, DISCUSSION**

This course involves undergraduate majors in all phases of ongoing research being conducted in the Couples Research Laboratory of professor James Cordova. Students will participate in weekly lab meetings. Depending on the phase that studies being conducted in the lab, students can be involved in project design, recruiting participants, interviewing participants, observing couples' interactions and coding their behavior, gathering data, managing data and library research. Instructor's permission. Mr. Cordova/Offered periodically

**PSYC232 RESEARCH IN COMMUNITY/LABORATORY, DISCUSSION**

This course provides a hands-on experience with conducting community/clinical psychology research in the area of childhood mental health. Students will be actively involved in a research project in which we will examine the relationships among race, ethnicity, and mental-health issues in school children in the Worcester school district. In order to maximize the experience on this project, students will participate in a weekly class in which the theoretical underpinnings of the project are discussed. Students will also be required to write a final paper and present a poster at Academic Spree Day. Instructor's permission. Mr. Cardemil/Offered every semester

**PSYC233 RESEARCH ON THINKING IN SOCIETAL CONTEXT**

Students participate in ongoing interview research on the different knowledges and other resources people bring into their reasoning about complex situations, and on the manner in which people's subjectivity and their modes of thinking are shaped by their societal context and cultural history, with particular attention to gender. Students receive training in interview practices and qualitative data analysis, and conduct hands-on specific analyses of interest to them and pertaining to this research project. Weekly lab meetings, including undergraduate students, graduate students involved in the research, and the instructor, are devoted to discussing the theoretical background of the

research, its methodology and the students' ongoing analyses. Instructor's permission. Ms. Falmagne/Offered periodically

**PSYC241 PHILOSOPHY OF PSYCHOLOGY/LECTURE, DISCUSSION**

See Philosophy 170.

**PSYC242 EVOLUTIONARY PSYCHOLOGY I/FIRST SEMINAR**

An introduction to intellectual history and contemporary data concerning the idea that human behavior is determined by its evolutionary history. Instructor's permission. Mr. Thompson/Offered every year

**PSYC243 SEMINAR IN PHENOMENOLOGICAL PSYCHOLOGY/FIRST SEMINAR**

Describes and analyzes personal experience. Each of the readings describes a different aspect of experience. These are then compared with our own experience of our body, our environment, ourselves, others, our emotions, actions and thoughts, and with our imagination and our relationship to reality. Mr. de Rivera/Offered periodically

**PSYC244 COGNITIVE DEVELOPMENT/FIRST SEMINAR**

This seminar explores the perceptual and cognitive abilities of babies and young children. How does their knowledge of physical objects, space, the biological world, number, and people's minds and behaviors evolve? How does their ability to imitate and communicate develop? How do they learn to categorize and label objects? How does reasoning and problem solving change with age? Different theoretical approaches will be considered, especially with respect to the role of experience, innate factors and cultural factors in development. PSYC120, 150 or instructor's permission. Ms. Wiser/Offered periodically

**PSYC245 CULTURAL COMPARISONS IN PSYCHOLOGY AND ANTHROPOLOGY/FIRST SEMINAR**

Examines the logic of making comparisons between societies and persons. Brings together empirical evidence from psychology and history of culture and cultural anthropology, and provides an interpretive framework for making sense of such evidence. Different uses of knowledge about comparisons of societies within a society (in the United States or other countries) in the hands of peace- (or war-) makers, social-policy planners, etc. will be discussed. Prerequisites: some introductory geography course, PSYC101 and 156 or instructor's permission. Mr. Valsiner/Offered periodically

**PSYC246 PSYCHOLOGY OF PEACEMAKING/FIRST SEMINAR**

Examines the psychological dimension that is always present in trying to achieve peace and justice within ourselves, in our interpersonal relationships and in intergroup relations. Topics include political sociology, the management of aggression, negotiation, mediation, forgiveness and training for the nonviolent action necessary to achieve justice. Mr. de Rivera/Offered every other year

**PSYC247 THEORETICAL MODELS OF COMMUNICATION IN PSYCHOLOGY/FIRST SEMINAR**

Provides students with systematic knowledge about the ideas of communication as these have moved between psychology, anthropology, language philosophy, sociology and cultural studies. Mr. Valsiner/Offered periodically

**PSYC248 CHILDREN'S UNDERSTANDING OF MIND/FIRST SEMINAR**

Explores the development of children's understanding of mind. Topics include precursors to a "theory of mind," primates' understanding of mind, theories of "theory of mind," and social and cultural influences on its development. Ms. Vinden/Offered periodically

**PSYC249 WOMEN IN SOCIETY/FIRST SEMINAR**

See Psychology 249.



**PSYC250 GENDER, FAMILIES AND CLOSE RELATIONSHIPS/FIRST SEMINAR**

The primary objective of this seminar is to explore how intimate family relationships change and develop over time, and the role of gender in understanding close relationships. We will examine how popular culture and everyday family life reflect and perpetuate patterns of gender inequality. Gender relations and family life are so intertwined it is impossible to understand one without paying attention to the other. We will explore concepts such as gender, family, masculinity, and femininity, to name just a few. In addition, we will examine the ways that larger social, economic and political structures shape the meanings we give to family, gender and close relationships. Seminar participants are expected to engage fully with the readings and actively participate in class discussion. Ms. Goldberg/Offered periodically

**PSYC251 LANGUAGE DEVELOPMENT/FIRST SEMINAR**

A comprehensive survey of the basic issues and topics involved in the study of language development. The course begins with an examination of the structure of language and the varied uses of language in human activity. Against this background the course turns to the question of how children acquire language, with special emphasis on the contributions of cognitive, social and language-specific factors in this process. Prerequisite: PSYC150. Ms. Budwig/periodically

**PSYC254 GENDER DEVELOPMENT AND LANGUAGE/FIRST SEMINAR**

Explores the language-gender relationship in children and adolescents, with special focus on the "social becoming" of males and females. Traditional theories of gender and language development will be explored and contrasted with discursive approaches that link gender and language to issues of self and identity formation. A practical project (observational or interview-based) will form a central piece of this course. Prerequisites: any BP/DEV/SP course (PSYC120-176) and instructor's permission. Mr. Bamberg/Offered every two years

**PSYC255 EXPERIMENTAL SOCIAL PSYCHOLOGY/FIRST SEMINAR**

The course will explore in some depth the contributions of experimental research to understanding various social psychological phenomena, including conformity and obedience; cognitive dissonance; self-concepts; impression formation and attribution; liking and interpersonal attraction; prejudice and stereotyping; social dilemmas; aggression; helping and altruism; and others. Each student will write a paper and lead a discussion on one such topic, which he or she will select. All students will read these papers and selected works in these topic areas. Mr. Laird/Offered periodically

**PSYC256 THE PSYCHOLOGY OF COUPLES AND INTIMACY/FIRST SEMINAR**

This course presents the scientific study of couples' intimate relationships. The course provides a broad overview of what is currently known about adult romantic relationships, mate selection, intimacy development, marriage, relationship distress and divorce. Mr. Cordova/Offered periodically

**PSYC257 COGNITIVE SCIENCE/LECTURE, DISCUSSION**

See Philosophy 211.

**PSYC259 PSYCHOTHERAPIES/FIRST SEMINAR**

This course provides an overview of the major theoretical approaches to conducting psychotherapy. There is a strong emphasis on diversity issues in psychotherapy throughout the course, as well as ongoing consideration regarding how therapeutic interventions can be evaluated empirically. Students are exposed to the various therapeutic approaches through primary source readings, class illustrations and discussion,

videos, and a final research paper. Prerequisites: PSYC172 and instructor's permission. Mr. Cardemil/Offered every other year

**PSYC260 NARRATIVE PERSPECTIVE IN PSYCHOLOGY/CAPSTONE SEMINAR**

Employing a proseminar format, this course examines the emergence of narrative or story construction as an increasingly influential and integrating paradigm within psychology and allied social sciences. Topics will include the conceptual foundations of the narrative perspective in a broad historical and thematic review and contemporary understandings of narrative including methods of analysis, autobiographical memory, self-narrative and identity development. Finally, students will research a topic of their own choosing in which narrative serves as a basic analytic or organizing principle. Mr. Bamberg/Offered periodically

**PSYC261 HUMAN NEUROPSYCHOLOGY/CAPSTONE SEMINAR**

Prominent lecturers review and discuss current research. Potential topics include overview of brain organization, brain electrical potentials, cerebral dominance, neuroanatomy and pathology of language, bilingualism, emotion and principals of neuropsychological assessment. Yearlong course; divisible. Open to advanced undergraduates and graduate students. Staff/Offered periodically

**PSYC262 INTRODUCTION TO IDIOGRAPHIC SCIENCE/CAPSTONE SEMINAR**

Analysis of single-case based research and applications in psychology. Brings together contemporary knowledge from clinical sciences, anthropology and classic psychology, and analyzes the role of the researcher in the process of scientific investigation. Instructor's permission. Mr. Bibace, Mr. Valsiner/Offered periodically

**PSYC264 THEORY AND RESEARCH IN SOCIAL AND PERSONALITY DEVELOPMENT/CAPSTONE SEMINAR**

Explore theories and research on the socialization and individuation (and their interaction) of the developing infant, child and adolescent. Highlights contributions of the child, the family, the larger sociocultural context and their interplay. Topics covered include parent-child attachment, temperament, peer relations and development of self. Research methods and analysis in developmental research (e.g., modeling growth and change) will be addressed. Ms. Grolnick/Offered periodically

**PSYC265 PSYCHOLOGY OF MEN/CAPSTONE SEMINAR**

Explores topics related to the social learning and social construction of masculinity and male gender roles in different social contexts including families, friendships, mental and physical health, sports, and intimate relationships. Mr. Addis/Offered periodically

**PSYC267 ADVANCED TOPICS IN EVOLUTIONARY PSYCHOLOGY/CAPSTONE SEMINAR**

Each year, the participants focus on a different literature that brings Darwinian concepts to bear on problems in the field of psychology. In recent years, the seminar has focused on the problem of altruism, Darwinian medicine, evolutionary psychiatry and developmental systems analysis. Mr. Thompson/Offered periodically

**PSYC268 COMMUNICATIVE DEVELOPMENT/CAPSTONE SEMINAR**

Focuses on various approaches to an understanding of human communication from an interdisciplinary perspective. Explores the relationship between social, cognitive and linguistic factors in children's communicative development. Prerequisite: PSYC150 and a first seminar. Ms. Budwig/Offered periodically



**PSYC270 ADVANCED TOPICS IN SOCIAL PSYCHOLOGY/CAPSTONE SEMINAR**

An intensive treatment of selected areas in social psychological research and theory, including consistency theories in attitude formation and in interpersonal perception; attribution theory in self-perception; and social/situational determinants of normal, everyday behavior and of antisocial behaviors such as violence, criminality and riots. Ordinarily limited to senior majors in psychology or sociology. Instructor's permission. Mr. Laird/Offered periodically

**PSYC272 IDENTITY FORMATION/CAPSTONE SEMINAR**

Explores the construction of adolescent and male identities in socio-historical contexts. Particular emphasis is placed on the sociohistorical concepts of adolescence and masculinity as discourses, and how young males between 10 and 15 years of age position themselves vis-à-vis these discourses in their own talk. Prerequisite: PSYC214 or 253. Mr. Bamberg/Offered periodically

**PSYC273 INTEGRATIVE SEMINAR IN PSYCHOLOGY/CAPSTONE SEMINAR**

This course provides an opportunity for undergraduates to participate in the department's Integrative Faculty Forum. The instructor will assign readings to prepare the students for each week's forum and assist each participant to prepare a paper that determines his or her understanding of one of the central themes of the forum's discussions. Staff/Offered every semester

**PSYC275 SOCIETAL APPROACHES TO THINKING/CAPSTONE SEMINAR**

This capstone seminar provides a theoretical and methodological frame for studying how thinking is shaped by the societal context in which the person is situated, by the social location the person occupies in that context, by the cultural discourses in which he/she participates, and by the nature of what is being thought about. The seminar draws from readings from interdisciplinary sources, including psychology. We start with illustrative works from developmental psychology, sociocultural psychology and social psychology that approach thinking and reasoning in their social and cultural contexts. We also examine some works that do not emphasize the social context of thinking but that examine everyday thinking about social problems. We then discuss interdisciplinary writings that emphasize how societies and cultures are structured internally in terms of gender, race and class, and we examine empirical research on thinking and on personal epistemology that is grounded in this kind of societal framework. The last class of the semester will be a symposium in which each student will present her or his final paper in a 15-minute formal presentation, followed by class discussion. Instructor's permission. Ms. Joffe Falmagne/Offered periodically

**PSYC276 ADVANCED TOPICS IN CULTURAL PSYCHOLOGY/CAPSTONE SEMINAR**

Devoted to a specific subtopic unique for each semester. Designed for seniors and graduate students. Official permission not needed, but contact the instructor for specific topic. Mr. Valsiner/Offered every fall semester

**PSYC277 RELATING PSYCHOLOGY TO HELPING PROFESSIONS INCLUDING MEDICINE/CAPSTONE SEMINAR**

Relates knowledge, skills and values relied upon by helping professions (clinicians, counselors, physicians, dentists, etc). The course will focus on the accuracy of observations that are required in helping relationships. Each student will take the role of speaker/listener and observer. Relevant information will be obtained through diverse methods such as questionnaires and interviews. All aspects of the course, including case integration, are based on a partnership between the helper and other persons. Mr. Bibace/Offered periodically

**PSYC278 ETHNOPSYCHOLOGY/CAPSTONE SEMINAR**

Explores how folk psychologies (i.e., what it means to be a person) vary from culture to culture, whether there are certain universal characteristics of all folk psychologies, and how to understand the similarities and differences across cultures. Instructor's permission. Ms. Vinden/Offered periodically

**PSYC279 BASIC DEVELOPMENTAL THEORIES/CAPSTONE SEMINAR**

Provides a systematic overview of core ideas in the selected theories and guides students to analyze these from the viewpoint of how theories relate to phenomena of development as well as empirical research practices. Instructor's permission. Mr. Valsiner/Offered periodically

**PSYC282 SELF AND EMOTION/CAPSTONE SEMINAR**

Focuses on the processes by which self-knowledge and self-awareness are developed and maintained. Other topics include the development of self-conceptions, self-consciousness, the understanding and control of one's own actions, self-blame, and the effects of actions on attitudes and feelings. Instructor's permission required. Mr. Laird/Offered periodically

**PSYC283 HISTORICAL BACKGROUND OF CONTEMPORARY PSYCHOLOGY/CAPSTONE SEMINAR**

Includes an appreciation of the generative ideas and world hypotheses underlying contemporary psychological approaches and traces the earlier manifestations of these ideas and world hypotheses in intellectual history or history of ideas. Instructor's permission. Mr. Valsiner/Offered periodically

**PSYC284 RESEARCH INTERVIEWING/CAPSTONE SEMINAR**

Interviewing is frequently relied upon as a method for obtaining data in studies. Interviews are also an intrinsic aspect of many disciplines in the faculty of arts and sciences as well as medicine. The course will review traditions utilized by various disciplines (ethnographic; medical interviewing including history-taking in medicine; focus groups in political science and so on) and diverse specialties in psychology including clinical, developmental and industrial psychology. This course will be open to advanced undergrads and doctoral students in psychology. Instructor's permission. Mr. Bibace/Offered periodically

**PSYC285 EMOTION AND INTERPERSONAL RELATIONSHIPS/CAPSTONE SEMINAR**

What are emotions and how do they affect our behavior and our relationships? The course examines a number of theories. Prerequisite: First seminar and instructor's permission. Mr. de Rivera/Offered every other year

**PSYC286 INFANCY/CAPSTONE SEMINAR**

This course will focus on the perceptual, motor, emotional and cognitive development of children during the first three years of life. It will include some of the following topics: object and event perception, development of self, imitation, speech and language development, categorization, knowledge about people and the physical and biological worlds, play, memory, and the role of innate factors, family environment and cultural factors in these developments. Ms. Wiser/Offered periodically

**PSYC290 MOTIVATION AND SELF-REGULATION/CAPSTONE SEMINAR**

Explores the motivation of human behavior (i.e., what energizes and directs our actions). Examines theoretical and empirical works relevant to motivation, particularly those emphasizing an active organism. Also applies motivational theories to various areas, including education, work, sports, psychopathology and psychotherapy. Prerequisite: First Seminar. Ms. Grolnick/Offered periodically



**PSYC292 CAPSTONE RESEARCH IN PSYCHOLOGY/TUTORIAL**

Independent study at an advanced level for qualified students.

Staff/Offered every semester

**PSYC295 ADVANCED TOPICS ON GENDER AND SOCIETY/CAPSTONE SEMINAR**

This capstone seminar examines selected issues in the study of gender in its societal matrix, where gender is understood in its intersection with race, class and ethnicity. The seminar draws from interdisciplinary resources and systematically guides students into scholarly research on specific topics in these areas. Along with class readings and discussions on issues of theory and methodology, students will select a topic of their choice to research in-depth and discuss their findings with the class weekly. The course is suitable for psychology seniors and students from other disciplines or programs who wish to pursue psychological questions in this area. Prerequisites: Instructor's permission. Ms. Falmagne/Offered periodically

**PSYC296 WHAT CHILDREN KNOW/CAPSTONE SEMINAR**

Examines the evolution of children's knowledge about the physical world; the biological world; language, number and other symbolic systems; and the social world. How do infants' and children's perceptual and cognitive abilities interact with input from caretakers to advance their knowledge? How do symbolic systems such as language and writing get internalized? Related topics are the evolution of language in the human species, the history of number and writing systems and animal cognition. Prerequisites: PSYC120 or 150 and a First Seminar. Ms. Wiser/Offered periodically

**PSYC297 HONORS IN PSYCHOLOGY: SENIOR YEAR/TUTORIAL**

Students carry out a research project under the direction of a faculty member. Department permission required. Staff/Offered every semester

**PSYC299 DIRECTED STUDY IN PSYCHOLOGY**

Independent study for qualified students. Instructor's permission.

Staff/Offered every semester

**Graduate Courses****PSYC300 DEVELOPMENTAL PSYCHOLOGY FORUM/GRADUATE SEMINAR**

Devoted to the presentation and critique of different approaches to the individual and his or her ways of functioning in the world. The approaches considered may include: Piagetian, nativist, feminist or cultural/historical approaches, or may stem from interdisciplinary perspectives on a selected theme. The aim is to acquaint the participants with sympathetic expositions of several points of view and the application of these viewpoints to some selected topic of inquiry. Different topics are discussed in different years. Mr. Bamberg, Ms. Budwig, Ms. Falmagne, Mr. Valsiner, Ms. Vinden, Ms. Wiser, and others/Offered every year

**PSYC301 PROBLEM, THEORY AND METHOD/GRADUATE SEMINAR**

During the first semester, each faculty member meets once with the class to discuss his or her perspectives and research. Students prepare brief reports characterizing the links among each faculty member's perspective, research, problems and methods. During semester two, students formulate proposals, and the methods and ethics of research are discussed. Staff/Offered every semester

**PSYC302 STATISTICAL METHODS/SEMINAR**

The first semester is devoted to a review of the basic concepts of statistics, such as probability, statistical inference, sampling distribution, t-test and regression, and to nonparametric statistics. The second semester

introduces analysis of variance and experimental design. Ms. Wiser, Mr. Stevens/Offered every year

**PSYC303 ADULT ASSESSMENT/GRADUATE CLINICAL SEMINAR**

Introduces measurement in clinical psychology (first semester) and intellectual and projective testing with adults (second semester).

Staff/Offered every year

**PSYC304 CHILD ASSESSMENT/GRADUATE CLINICAL SEMINAR**

Focuses on the administration and interpretation of various assessment instruments for children. Includes intelligence and personality testing and diagnostic interviewing. Mr. Ciottone, Ms. Grolnick/Offered every year

**PSYC305 PSYCHOLOGY OF CONFLICT AND CULTURES OF PEACE**

This course begins with an examination of the literature on intergroup conflict and reciliation, moves to a consideration of cultures of peace, and concludes by studying a model of societal dynamics and social change that describes how individual action and collectively held emotions influence the development of institutions and communities that promote a culture of peace. Mr. de Rivera/Offered periodically

**PSYC306 QUALITATIVE/INTERPRETIVE METHODS/GRADUATE SEMINAR**

A graduate-level introductory seminar into qualitative research, its conceptual roots, covering the ontological and epistemological concerns, but centering on the methodological issues surrounding contemporary psychological research. Textbook readings will be supplemented with contemporary articles on ethnography, ethnomethodology, discourse and narrative analysis. Mr. Bamberg/Offered periodically

**PSYC308 SOCIAL, EVOLUTIONARY, CULTURAL FORUM**

This is a forum on research and theory in social, evolutionary and cultural psychology in which SEC members discuss theoretical and methodological problems, plan new research and share updates on ongoing projects. The SEC forum is also the home of the E-motion Project which explores computer projected minimal social phenomena such as the Heider Films. Mr. de Rivera, Mr. Thompson, Mr. Laird, Mr. Valsiner, Mr. Stevens/Offered periodically

**PSYC310 THEORIES OF PSYCHOTHERAPY/GRADUATE SEMINAR**

This course provides an overview of the major theoretical approaches to conducting psychotherapy. There is a strong emphasis on diversity issues in psychotherapy throughout the course, as well as ongoing consideration regarding how therapeutic interventions can be evaluated empirically. Mr. Cardemil/Offered every other year

**PSYC311 PSYCHOPATHOLOGY/GRADUATE SEMINAR**

Examines the difficulties of defining psychopathology and reviews the major diagnostic categories currently in use from a phenomenological, theoretical and research perspective. Special attention is given to gender, class and diversity issues. Staff/Offered every other year

**PSYC312 THEORIES OF PERSONALITY/GRADUATE SEMINAR**

Examines various theoretical approaches to personal consistency and individual differences. Staff/Offered periodically

**PSYC316 SENSORY PROCESSES AND PSYCHOPHYSICS/GRADUATE SEMINAR**

Discusses psychophysical concepts and methods, including magnitude estimation and multidimensional scaling. Focuses on concepts and methods relevant to studies of taste, smell and flavor. Mr. Stevens/Offered periodically



**PSYC317 MORAL DEVELOPMENT/GRADUATE SEMINAR**

Attempts to integrate the literatures on moral development and prosocial behavior. Four problems are considered: (1) the relationship between justice and caring; (2) the social development of empathy and responsibility and the personal development of a moral identity; (3) the tension between the search for moral universality and the fact of cultural differences; (4) and the relationship between abstract moral reasoning and concrete moral action. Mr. de Rivera/Offered periodically

**PSYC318 SYMBOLIC DEVELOPMENT IN CHILDREN AND HISTORY/GRADUATE SEMINAR**

This course will be of interest to students interested in child development, cognition and the history of human knowledge. The topic, early symbolism (in the historical as well as ontogenetic sense), has both a rich history at Clark University and a contemporary relevance in cognitive psychology. We will study some of the following areas: the developments of writing, symbolic verbal communication and number in children and in history; magic and myths; symbolization in alchemy and modern science; children's understanding of models, graphs and maps; and various aspects of mental representation in cognitive psychology. Ms. Wiser/Offered periodically

**PSYC319 ADVANCED TOPICS IN SOCIAL PSYCHOLOGY/CAPSTONE SEMINAR**  
See Psychology 270.**PSYC320 ADVANCED TOPICS IN COMMUNICATION/GRADUATE SEMINAR**

Provides an overview of theory and research in the area of language development with special focus on functional approaches. Topics vary from year to year. Ms. Budwig/Offered periodically

**PSYC321 TOPICS IN DISCOURSE ANALYSIS/GRADUATE SEMINAR**

Advanced graduate seminar in qualitative methods: explores the basic question of how meaning is situated in discourse, especially narrative discourse, and how we can get hold of it by methods of analysis. The course then applies some of these issues to ongoing research projects. Mr. Bamberg/Offered periodically

**PSYC325 CONCEPTS AND THEORIES IN CONCEPTUAL DEVELOPMENT/GRADUATE SEMINAR**

Examines the development of children's knowledge about the physical, biological and social worlds from a cognitivist perspective. Topics include the structure and content of infants' knowledge, processes of knowledge acquisition, relations between individual and cultural knowledge. Related topics include: evolutionary perspectives on knowledge development, concept theory change in history of science, and conceptual change in science and math classrooms Prerequisite: permission of instructor. Ms. Wiser/Offered periodically

**PSYC326 FEMINIST PERSPECTIVES ON SELF, MIND, IDENTITY AND DEVELOPMENT/GRADUATE SEMINAR**

In this seminar, we survey several strands of feminist scholarship that address how mind, self and identity are constituted and develop in societal context. A central tenet is that gender, as a social formation intersecting with others, such as race and class, structures the social and cultural order both discursively and materially; psychological functioning and development are considered within that systemic framework. Feminist theories vary in particular in how they address the role of practice, discourse, social power relations and individual agency in the development of self, mind and identity; how they address the intersectional nature of social locations; and how they address the postmodern issues regarding the notion of a bounded, unified self. The seminar covers contrasting perspectives on these issues. Readings are structured so as to ground psychological theory and research within interdisciplinary

analyses of societal processes. The aim of the seminar is to provide theoretical and methodological resources applicable toward conducting feminist research on mind, self and identity with a psychological grain of analysis, grounded in a broad societal frame of interpretation. Instructor's permission. Ms. Falmagne/Offered periodically

**PSYC327 BASIC DEVELOPMENTAL THEORIES/GRADUATE SEMINAR**

Provides a systematic overview of core ideas in the selected theories of development. Covered will be theories of Lamarck, Preyer, J.M. Baldwin, Piaget, Vygotsky, Werner, Kaplan, Gottlieb, Fischer and van Geert. Analyzes theoretical systems from the viewpoint of how these theories relate to the phenomena of development, as well as with empirical research practices. Mr. Valsiner/Offered periodically

**PSYC328 ADVANCED TOPICS IN COGNITIVE DEVELOPMENT/GRADUATE SEMINAR**

Reviews recent advances in different areas of cognitive development from a variety of theoretical perspectives. Topics may include various neonativist approaches to language and knowledge development; connectionism; dynamic systems theory; situated cognition; distributed cognition; constructivism, and sociocultural approaches to learning. Ms. Wiser/Offered periodically

**PSYC330 EVOLUTIONARY PSYCHOLOGY/GRADUATE SEMINAR**

An introduction, designed explicitly for clinical, developmental and social graduate students, to the explanation of human behavior by reference to Darwinian Evolution. Mr. Thompson/Offered periodically

**PSYC331 MULTIVARIATE ANALYSIS/GRADUATE SEMINAR**

Introduces students to multivariate statistics. The models, assumptions, data screening and interpretation of results for factor analysis, multiple regression and multidimensional scaling, for example, are discussed. Mr. Stevens/Offered periodically

**PSYC332 COGNITION AND DEVELOPMENT/GRADUATE SEMINAR**

An hour-long discussion about various issues in cognitive development studied from a broad range of perspectives. Topics in past years have included: pretense, nature of symbolic thinking, situated cognition approaches to literacy, socio-constructivist theory of language development, the relation between emotions and the self, and activity theory. Each semester is divided into reading major works in development (e.g., Vygotsky, Dewey) and recent experimental papers closely related to each participant's research. This is a yearlong course for which students receive a one semester of credit. Ms. Wiser, Ms. Vinden, Ms. Budwig/Offered periodically

**PSYC333 PRETENSE, IMAGINATION AND CREATIVITY/GRADUATE SEMINAR**

Pretense, imagination and creativity are different but overlapping activities. An examination of theories and experiments, both old and current, will enable us to discuss questions regarding what these activities are, how they develop, and how they function in relation to other areas of the child's development and the cultural context in and through which the child is developing. Students will be expected to contribute readings to the course that are related to the core topics and reflect their own interests. Ms. Vinden/Offered periodically

**PSYC334 CRITICAL PSYCHOLOGY FORUM/GRADUATE SEMINAR**

This is an interdisciplinary forum for bringing issues of contemporary social, personality, evolutionary and cultural psychology to be actively discussed by all graduate students. The aim is to acquaint the participants with several opposing views and to demonstrate how such views can lead to new knowledge. Different topics are discussed in different years. Staff/Offered periodically



**PSYC347 LANGUAGE AND HUMAN DEVELOPMENT/GRADUATE SEMINAR**

Introduces students to central debates concerning the relationship between language, thought and culture. Drawing upon readings from a variety of disciplines including psychology, anthropology and linguistics, we consider language and context, communicative practices, and how developmental psychologists have thought about the interface between language, thought and culture. Students have the opportunity to relate ongoing interests to themes from the seminar. Ms. Budwig/Offered periodically

**PSYC350 MOTIVATION AND SELF-REGULATION/ CAPSTONE SEMINAR**

See Psychology 290.

**PSYC351 METHODOLOGIES OF SYSTEMIC ANALYSES OF SINGLE CASES/GRADUATE SEMINAR**

The goal is to provide graduate students with knowledge and practical experience of analysis of individual cases (both for research and practice). The seminar covers both qualitative and quantitative approaches to single-case analysis. Mr. Valsiner, Mr. Laird, Mr. Bibace/Offered periodically

**PSYC354 THEORY AND RESEARCH IN SOCIAL AND PERSONALITY DEVELOPMENT/CAPSTONE SEMINAR**

See Psychology 264.

**PSYC355 EMOTION AND INTERPERSONAL RELATIONSHIPS/CAPSTONE SEMINAR**

See Psychology 285.

**PSYC356 INFANCY/CAPSTONE SEMINAR**

See Psychology 286.

**PSYC361 HUMAN NEUROPSYCHOLOGY/CAPSTONE SEMINAR**

See Psychology 261.

**PSYC362 CURRENT PERSPECTIVES IN EVOLUTIONARY AND SOCIAL PSYCHOLOGY/GRADUATE SEMINAR**

Evolutionary theory is both challenged by and contributes to the understanding of social phenomena. The course explores classic topics in social interaction, such as group process, conformity and obedience, interpersonal attraction, emotion, self and identity, and altruism, bringing to bear simultaneously the perspectives of evolutionary psychology and standard social psychology. Mr. Laird/Offered periodically

**PSYC364 SEMINAR: DIVERSITY ISSUES/GRADUATE SEMINAR**

This course examines the sociocultural context of human behavior with a particular focus on issues of diversity in the clinical situation. It fulfills the Massachusetts State Licensing Board requirement for training in issues of cultural diversity.

**PSYC365 PSYCHOLOGY OF MEN/CAPSTONE SEMINAR**

See Psychology 265.

**PSYC366 RELATING PSYCHOLOGY TO HELPING PROFESSIONS INCLUDING MEDICINE/CAPSTONE SEMINAR**

See Psychology 277.

**PSYC367 ADVANCED TOPICS IN EVOLUTIONARY PSYCHOLOGY/CAPSTONE SEMINAR**

See Psychology 267.

**PSYC368 COMMUNICATIVE DEVELOPMENT/CAPSTONE SEMINAR**

See Psychology 268.

**PSYC369 INTRODUCTION TO IDIOGRAPHIC SCIENCE/CAPSTONE SEMINAR**

See Psychology 262.

**PSYC370 NARRATIVE PERSPECTIVE IN PSYCHOLOGY/CAPSTONE SEMINAR**

See Psychology 260.

**PSYC372 IDENTITY FORMATION/CAPSTONE SEMINAR**

See Psychology 272.

**PSYC374 COUPLES THERAPY PRACTICUM/GRADUATE SEMINAR**

Students in this practicum will learn how to assess and treat the full spectrum of mildly to severely distressed couples. The treatment approach emphasizes fostering intimacy, closeness and mutual acceptance, while at the same time teaching useful communication and problem-solving skills. We will be treating both married and unmarried couples as long as they are currently living together and are not violent. Depending on the number of students in the practicum, students will either treat couples as part of a two-person team or as the sole therapist. Class time will be devoted to group supervision, discussions of the broader issues of couple therapy and a weekly journal club. Students should expect to see between two and three couples over the course of the one-year practicum, with each course of therapy being approximately 20 to 25 sessions. Students in the practicum will learn about the correlates and predictors of marital distress, how to assess a couple's level of distress and commitment, how to formulate and test therapeutic hypotheses over the course of treatment, and how to conduct a very powerful and effective approach to couple therapy. Students should expect to be proficient and capable of proceeding quite independently by the end of this one year practicum. Mr. Cordova/Offered periodically

**PSYC375 SOCIETAL APPROACHES TO THINKING/CAPSTONE SEMINAR**

See Psychology 275.

**PSYC376 ADVANCED TOPICS IN CULTURAL PSYCHOLOGY/CAPSTONE SEMINAR**

See Psychology 276.

**PSYC378 ETHNOPSYCHOLOGY/CAPSTONE SEMINAR**

See Psychology 278.

**PSYC379 BASIC DEVELOPMENTAL THEORIES/CAPSTONE SEMINAR**

See Psychology 279.

**PSYC380 PSYCHOTHERAPY PRACTICUM/GRADUATE CLINICAL PRACTICUM**

Supervised experiences in psychotherapy. Ms. Kasendorf/Offered every semester

**PSYC382 ADVANCED THERAPY PRACTICUM/GRADUATE CLINICAL PRACTICUM**

Ms. Kasendorf/Offered periodically

**PSYC385 CHILD THERAPY PRACTICUM/GRADUATE CLINICAL PRACTICUM**

Ms. Grolnick, Mr. Ciottonne/Offered every other year

**PSYC387 ETHICS IN CLINICAL PSYCHOLOGY/GRADUATE CLINICAL PRACTICUM**

For first-year clinical students. Staff/Offered every year

**PSYC389 CLINICAL WORKSHOP/GRADUATE CLINICAL SEMINAR**

For all clinical students in residence. Clinical Staff/Offered every semester

**PSYC390 PROGRESS IN PSYCHOLOGY/GRADUATE SEMINAR**

This seminar will acquaint advanced graduate students with the most recent theoretical, empirical and methodological thought in the discipline. Staff/Offered every semester

**PSYC391 MASTERS SEMINAR/GRADUATE SEMINAR**

Provides advanced graduate students with a systematic framework for knowledge about professionally relevant accomplishments in their professions: second-year project, M.A. thesis, preparation of manuscripts for publication, build-up of curriculae vitae. Staff/Offered every semester

**PSYC392 SELF AND EMOTION/CAPSTONE SEMINAR**

See Psychology 282.



**PSYC393 HISTORICAL BACKGROUND OF CONTEMPORARY  
PSYCHOLOGY/CAPSTONE SEMINAR**

See Psychology 283.

**PSYC394 RESEARCH INTERVIEWING/CAPSTONE SEMINAR**

See Psychology 284.

**PSYC395 ADVANCED TOPICS ON GENDER AND SOCIETY/CAPSTONE SEMINAR**

See Psychology 295.

**PSYC396 WHAT CHILDREN KNOW/CAPSTONE SEMINAR**

See Psychology 296.

**PSYC397 MASTER'S THESIS**

Prerequisite: permission of thesis adviser. Variable credit. Staff/Offered every semester

**PSYC398 INTERNSHIP**

Staff/Offered every semester

**PSYC399 DIRECTED STUDY**

Prerequisite: permission of instructor. Variable credit. Staff/Offered every semester

## SOCIOLOGY

### Program Faculty

Patricia Ewick, Ph.D., *Chair*

Parminder Bhachu, Ph.D.

Eric Gordy, Ph.D.

Bruce London, Ph.D.

Deborah Merrill, Ph.D.

Robert Ross, Ph.D.

Shelly Tenenbaum, Ph.D.

### Program Overview

The American sociologist C. Wright Mills described the perspective of sociology as the "sociological imagination." This point of view enables us to see how individual lives are shaped by larger social forces. Mills argued that we cannot fully understand ourselves without understanding the society in which we live. At Clark, the sociology faculty is committed to developing such an analytic capacity in students.

Through the examination of social processes, such as social stratification, social movements and social change, and through an investigation of diverse social institutions, such as the law, family, medicine and religion, students acquire the conceptual and analytical tools to enhance both their understanding of their own lives and the world in which they live.

One of the questions most frequently asked by students is, "What can I do with a degree in sociology?" Because of the emphasis placed on critical thinking, analytical and communicative skills, and methodological training, students majoring in sociology are well equipped to enter a variety of occupations, as well as professional careers and graduate schools. Sociology majors have gone to law school, medical school, social-work and business school. Others have become marketing analysts, government policy analysts, university administrators and political consultants.

### Major Requirements

The sociology major consists of 10 courses within the department and a minor, concentration, or a program in the social sciences or closely related field. The 10 departmental courses are to be distributed as follows:

### All majors must complete:

- SOC010 Introduction to Sociology
- SOC105 The Social Research Process
- SOC107 Classical Sociological Theory
- SOC200 Class, Status and Power
- SOC105 The Social Research Process and SOC107 Classical Sociological Theory prior to their senior year. SOC107 is a prerequisite for SOC200 Class, Status and Power.
- Six additional sociology credits, one of which must be a capstone. At least three of these six courses must be at the 200 level. These credits may be fulfilled through the completion of six regular courses or through a combination of course work, internships (maximum of two credits) or directed research. Of the four required courses for a major, three must be taken on campus. Of the 10 total courses for the major, six must be taken on campus. COPACE courses are not counted for Sociology credit. To receive sociology major credit, students must earn a grade of C- or better.

### The Capstone Requirement

Sociology majors must take a capstone seminar. To enroll in a capstone seminar, students must have already completed SOC010 Introduction to Sociology, SOC105 Social Research Process, SOC107 Classical Sociological Theory and all course prerequisites in the subject area of your capstone seminar. The capstone seminar will build upon knowledge gained in previous courses and will include a serious research component. All courses between 270 and 296 are capstone seminars. SOC298 Senior Honors Thesis also fulfills the capstone requirement.

### Honors Program

**Senior Honors Thesis:** Selected seniors may wish to complete an honors thesis. This is usually the equivalent of two full courses in sociology. To prepare for the thesis, students will be encouraged to do a directed reading or research in the fall of their senior year. Students who select this option are expected to devote approximately 50 percent of their senior year to major research. Application to the sociology department by those with a 3.2 average in the major must be made by March 1 of the junior year. Only students whose proposal is approved may waive the capstone seminar requirements. Complete guidelines are in the Sociology Student Handbook, which is available in the department office or online.

### Sociology Minor

Requirements for a sociology minor consist of six courses with the following provisions:

#### Three of our four core courses:

- 1) SOC010 Introduction to Sociology
- 2) SOC105 The Social Research Process
- 3) SOC107 Classical Sociological Theory
- 4) SOC200 Class, Status and Power.

Please note that SOC107 is a prerequisite for SOC200. Students who have completed an equivalent methods course are encouraged to take the remaining three core courses. Three additional sociology courses, at least two of which must be at the 200 level. Four of the six courses must be taken on campus. Students must earn a grade of C- or better to receive sociology credit.

## Courses

### **SOC010 INTRODUCTION TO SOCIOLOGY/VARIABLE FORMAT**

Overview of sociology, its areas of study, methods of inquiry and concepts for the analysis of society. Seeks to understand social structure, social change and individual relationship to them. Fulfills introductory course required for majors. Ms. Ewick, Ms. Tenenbaum, Mr. London/Offered every semester

### **SOC105 SOCIAL RESEARCH PROCESS/LECTURE, DISCUSSION**

General introduction to logic, techniques and ethics of social-science inquiry. Reviews qualitative and quantitative methods, as well as sampling. Fulfills the methods requirement for majors. Not open to seniors. Ms. Ewick, Ms. Merrill, Staff/Offered every semester

### **SOC107 CLASSICAL SOCIOLOGICAL THEORY/VARIABLE FORMAT**

A critical and comparative survey of the major theorists of early sociology. The course is centered around the "canonical" core of sociological theory as represented by selected works of Marx, Durkheim and Weber. In addition, some contemporary perspectives are explored. These more contemporary perspectives may include critical theory, psychoanalytic theory, symbolic interactionism and standpoint theories. Emphasis is placed on differing concepts of social structure, social and historical change and the meaning of social action. Fulfills the social-theory requirement for majors. Mr. Gordy/Offered every semester

### **SOC110 SOCIOLOGY OF GENDER/LECTURE, DISCUSSION**

Focusing on sociological, historical, psychological and economic dimensions of gender, this course examines the ways in which the social system and its institutions create, maintain and reproduce gender. The course emphasizes the processes through which gender categories are constructed and represented, as well as the consequences of these categories for the lives of individuals. Ms. Ewick/Offered periodically

### **SOC125 CITIES AND SUBURBS/VARIABLE FORMAT**

Introduces urban sociology. Examines the historical structure and development of American metropolitan areas and community power, with special attention to changing functions of cities and suburbs. Examines different ways of life in cities and suburbs. Globalization and international comparative perspectives are also examined. Mr. Ross/Offered every year

### **SOC130 GENOCIDE/LECTURE, DISCUSSION**

Provides students with a comparative perspective that highlights both theory and concrete examples of genocide. The course will begin with an overview of sociological perspectives that explore structural, cultural, psychological and political conditions that make the occurrence of and experience of genocidal behavior more probable. After surveying sociological theories of genocide, we will explore four cases of genocide that took place over the course of centuries and across several continents. The course will end with discussion of the prevention of genocide. Ms. Tenenbaum/Offered every year

### **SOC135 MEDIA AND SOCIETY/LECTURE, DISCUSSION**

Analyzes the development, history and structure of media of mass communication. Examines research on a variety of contemporary issues in the sociology of media. A variety of theoretical and methodological approaches is presented to questions of analysis and effects of communication media. Mr. Gordy/Offered every year

### **SOC136 (FORMERLY SOC 273) EFFECTS OF MASS MEDIA**

The first half of the semester will be devoted to exploring the history and development of the most influential approaches to the study of effects. During the rest of the semester we will explore some critical contemporary issues through the lens of effects research. Groups of students will develop and carry out an original research project over the semester and present the findings to the campus community. Mr. Gordy/Offered every other year

### **SOC137 RACE AND ETHNICITY ACROSS BORDERS: COMPARING THE LOCAL AND GLOBAL**

Using a comparative framework, this seminar will examine the concepts of race and ethnicity in local, national and global locations. Particular emphasis will be on race and ethnicity in changing cultural and political contexts in an ever-changing, globally connected world. For example, how have the events of September 11 in New York determined and constructed racial and ethnic identities? What are social, cultural and political dynamics that shape racial identities and ethnic stereotypes? Why do derogatory racial labels get attached to people? How do ethnic groups get defined in volatile contexts? Students will read autobiographies and biographies to explore how formative racial and ethnic experiences have shaped their own lives and identities and those of others who have documented their lives in books and on film. What can we learn from these racial and ethnic imaginations that can help us theorize race and ethnicity across borders through sophisticated and sensitive theoretical frameworks. Fulfills the Comparative Perspective. First preference will be given to students in the International Studies Stream. Others will be admitted on a space available basis. Ms. Bhachu

### **SOC160 GLOBAL CULTURES AND IDENTITIES/LECTURE, DISCUSSION**

Explores the impact of local, national and international forces in the formation of cultural identities at a time of rapid social changes. Focuses on contemporary cultures to examine local and national identities as they are globally determined. Emphasizes the elastic and the plastic nature of cultures and the importance of time, place and space to understand the emergence of new culturally diverse settings. Examines the nature of social and cultural change in local, national and global economic and political spaces. Ms. Bhachu/Offered every year

### **SOC175 THE FAMILY/LECTURE, DISCUSSION**

Examines the assumed decline of the American family and the recent changes in family formations. Also considers challenges to the new family, such as dual-career couples and the resulting division of labor in the home. Working-class, African-American and homeless families are also discussed. Ms. Merrill/Offered every year

### **SOC180 AGING AND SOCIETY/LECTURE, DISCUSSION**

This course challenges stereotypes about the elderly and aging as a "problem" for society. Focuses on the diversity of the aged and the experience of aging in the United States. Ms. Merrill/Offered every semester

### **SOC200 CLASS, STATUS AND POWER/VARIABLE FORMAT**

Analyzes the nature, dynamics and historical development of social inequality. The economic and political power of the upper class, social mobility, the process of deindustrialization, feminization of poverty and the intersection of race and class are studied. Required for the major. SOC107 is a prerequisite. Mr. London, Mr. Ross, Ms. Tenenbaum/Offered every semester



**SOC203 AMERICAN JEWISH LIFE/VARIABLE FORMAT**

Introduction to the social scientific study of American Jewry. Topics include immigration, economic mobility, intermarriage, Jewish feminism, American Judaism, ethnic identity, anti-Semitism and political behavior. Throughout the semester, comparisons between Jews and other groups are highlighted. Ms. Tenenbaum/Offered every other year

**SOC205 SOCIOLOGY OF THE ENVIRONMENT/ LECTURE, DISCUSSION**

Introduction to environmental sociology, a newly emerging area of interest. Focuses on the reciprocal relationships between society and the environment. The theoretical perspectives of human ecology and political economy are used to illuminate topics such as population, technology and environmental degradation, the environmental movement, north-south environmental conflicts, and food and hunger. Mr. London/Offered every year

**SOC225 RELIGION AND SOCIETY/LECTURE, DISCUSSION**

This course introduces students to key theoretical and empirical works in the sociology of religion. We apply major theoretical perspectives to contemporary religious life. We ask how individuals find meaning in and are shaped by their experiences of religion. Special consideration is given to how gender, race and ethnicity influence religious life. We explore the rise of new religious movements (historical and contemporary), the relationship between religion and modernity, and elements of fundamentalism and conservatism in Christianity and Judaism. Staff/Offered periodically

**SOC231 MEANING, POLITICS AND DIFFERENCE: SOCIOLOGY OF CULTURE/LECTURE, DISCUSSION**

Presents an overview of the principal concepts, frameworks and theoretical approaches currently used in the sociology of culture and samples some of the major contemporary research in the field. The goal is to offer a range of approaches by which sociologists can examine and understand cultural forms and cultural phenomena. Readings focus on relations between culture and history, culture and power, culture and politics, culture and resistance, and culture and local environments. The course is intended to engage contemporary debates in culture, rather than to offer a conclusive and synthetic definition of the field. SOC010 or COMM101 is a prerequisite. Open to juniors and seniors only. Mr. Gordy/Offered every other year

**SOC232 POPULATION, ENVIRONMENT AND DEVELOPMENT/VARIABLE FORMAT**

Studies the statistical description and analysis of human populations. Focuses on relationships between and among social, cultural, political and economic forces; and population structures, processes and characteristics. Such demographic factors contribute to the understanding of social issues, such as the aging of the population, the changing status of women, rapid world urbanization and Third World economic problems. Mr. London/Offered every year

**SOC241 SOCIOLOGY OF MEDICINE/LECTURE, DISCUSSION**

Examines the role of health-care professionals in the United States, as well as health and illness as social phenomena. The course also addresses problems in the health-care system at the national level and reviews potential solutions to the mounting crisis in the provision of health services. Ms. Merrill/Offered every year

**SOC242 HUMAN RIGHTS AND TRANSITIONAL JUSTICE/LECTURE, DISCUSSION**

This course will explore the development of international law in relation to violations of human rights from the signing of the Hague and Geneva conventions to the present. The course will explore what

approaches have been tried, the advantages and drawbacks of each, and the recurring dilemma faced by transitional regimes of whether to "trade justice for truth." The principal examples will be: the International Military Tribunals at Nuremberg and Tokyo; the investigative commissions appointed by South Africa, Argentina and Chile; the International Criminal Tribunals for the former Yugoslavia and Rwanda; and the ongoing debate over the founding of the International Criminal Court. Mr. Gordy/Offered periodically

**SOC243 POLITICAL SOCIOLOGY/VARIABLE FORMAT**

Examines various dimensions of political power in societies. Considers various definitions of power and the state. Empirical studies focus on political communities and political inequalities; states, bureaucracies and "pressure"; political culture and communication; and revolution. Emphasizes historical, comparative and international dimensions. Mr. Gordy, Mr. Ross/Offered periodically

**SOC244 THE COMMUNITY/LECTURE, DISCUSSION**

An analysis of one of the most enduring ideas at the heart of the discipline of sociology: the idea of community. How do we define "community"? What is the meaning of community for individuals and groups? How has the nature of community changed over time? And what are the central concepts, issues, theories and methods used by sociologists in the writing of community studies? Mr. London/Offered periodically

**SOC249 THE SOCIOLOGY OF DEVELOPMENT AND UNDERDEVELOPMENT/LECTURE, DISCUSSION**

Examines and analyzes the transformation of postcolonial, Third World societies undergoing capitalist or socialist development. The course discusses theories of development in a social, economic and demographic context. It also explores the international division of labor, urbanization and basic needs provision. Mr. London, Staff/Offered periodically

**SOC250 CULTURE, CONSUMPTION AND CLASS IN LOCAL AND GLOBAL CONTEXTS/LECTURE, DISCUSSION**

Focuses on political, cultural and ethnic aspects of consumption. Emphasizes how people and groups define themselves through symbols in consumer products. Examines the interplay between economic markets and cultural identities, local and global processes, and consumption and cultural strategies to discover the consumer subcultures. Students conduct a small ethnographic project on consumer pattern, product or culture. Ms. Bhachu/Offered every other year

**SOC252 RACE AND AMERICAN SOCIETY/LECTURE, DISCUSSION**

Focuses on the political, economic and social lives of Native Americans, Latinos, African-Americans, Asian-Americans and whites. Topics discussed include social construction of race, racism, the civil-rights movement, gender, class, popular culture and public policies. A central assumption of this course is that we must turn to the historical experience to understand contemporary race relations. Ms. Tenenbaum/Offered every year

**SOC255 THE CREATION OF NATIONALISM, NATIONALIST CULTURES AND SYMBOLS/LECTURE, DISCUSSION**

At a time of rapid global changes and globalization, nationalisms and nationalist cultures have grown dramatically. This course explores how nationalist identities and resistance are determined by culture and the cultural symbols, such as key consumer commodities, cultural symbols, gender, language and dress codes. Ms. Bhachu/Offered every other year



**SOC258 WOMEN IN JEWISH CULTURE/LECTURE, DISCUSSION**

Seeks to uncover the experiences of Jewish women and uses gender analysis to enrich our understanding of Jewish life. Raises questions about the status of women in texts, rituals and communal practices from the biblical period to the present. Ms. Tenenbaum/Offered every other year

**SOC259 SOCIOLOGY OF ORGANIZATION/LECTURE, DISCUSSION**

Examines the theory and practice of organizations. Students examine major concepts in the historical development of modern organizations (e.g., bureaucracy) and apply their learning to the investigation of contemporary problems and issues of complex organizations.

Ms. Ewick/Offered periodically

**SOC260 ROOTS AND ROUTES: IMMIGRANTS, DIASPORAS AND TRAVEL/LECTURE, DISCUSSION**

Examines immigrants and the cultures they create through movement and settlement and through the many borders they cross. Also covered is the diasporas immigrants create through the travel they undertake both voluntarily and in some cases through forced migration. How do borders, journeys, migration shape the identities of individuals, groups, cultural objects and commodities? Ms. Bhachu/Offered every year

**SOC262 LAW AND SOCIETY/LECTURE, DISCUSSION**

Examines the relationship between law and other aspects of social life. Relying on case studies and other empirical studies of the legal system, particular attention is paid to the following topics: law and justice, crime and social control, law and social change, civil justice and legality and everyday life. Ms. Ewick/Offered every year

**SOC263 DEVIANCE/VARIABLE FORMAT**

Why are some behaviors, differences and people stigmatized and considered deviant while others are not? This course examines theories of social deviance that offer answers to this and related questions such as: How and why are behaviors designated as deviant? How do individuals enter a deviant lifestyle? And how do various social statuses, such as sex, affect the incidence, type and responses to deviant acts?

Ms. Ewick/Offered periodically

**SOC265 SOCIAL MOVEMENTS: QUEST FOR JUSTICE/ VARIABLE FORMAT**

Modern American movements (feminist, civil rights, etc.) are used as examples for discussion of social movements. Problems of recruitment, organization and ideology are analyzed. The form of the course depends on the number of students registering. Mr. Ross/Offered periodically

**SOC270 EDUCATION AND INEQUALITY SEMINAR**

Focuses on the relationship between social class, race and the institution of education. Some of the topics we explore include elite prep schools, the racial achievement gap, campus race relations, and public funding. Prerequisite: SOC200 or SOC252. Ms. Tenenbaum/Offered periodically

**SOC275 FAMILY ISSUES IN AN AGING SOCIETY/ SEMINAR**

Examines how the aging of American society has affected family life for both older and younger generations. Particular attention is paid to the topic of family caregiving. Emphasizes a life-course perspective and gives attention to the impact of mid-life family events on later life relationships. Prerequisites: SOC175 or SOC180. Ms. Merrill/Offered every other year

**SOC276 ENVIRONMENT AND INEQUALITY**

A capstone seminar that focuses on the relationship between social inequality and environmental problems, especially the connections between the unequal distribution of wealth and power, and the causes and consequences of environmental degradation. All students conduct empirical research using data sets provided by the instructor.

Mr. London/Offered periodically

**SOC282 CONTEMPORARY SOCIOLOGICAL THEORY/SEMINAR**

Examines various currents in sociological theory, which developed during the last half of the 20th century. Considers relationships among social theory, political ideology and power. Topics may include, but are not limited to, feminist theory, cultural theory, globalization and critical theory. Mr. Gordy/Offered occasionally

**SOC285 SOCIAL POLICY, IMMIGRATION AND POVERTY/SEMINAR**

Analyzes who is poor and how government policy affects the poor. Compares the U.S. experience to Western Europe, and addresses the question of whether there is a permanent underclass of poor people. Additional issues of policy and analysis vary by year. Prerequisite: SOC200 or instructor's permission. Mr. Ross/ Offered every other year

**SOC288 GLOBALIZATION: FASHION AND FOUL PLAY/ SEMINAR**

Examines processes of economic and social development. Focuses on changes in the structure of industrial regions of the advanced capitalist countries and changes in the structure of developing and more peripheral regions. The conceptual framework is that of a global capitalist system undergoing significant transformation in the development of labor and capital. Prerequisites: SOC200 or instructor's permission. Mr. Ross/Offered periodically

**SOC290 CITIES IN GLOBAL PERSPECTIVE/SEMINAR**

Based on three dimensions of comparison: historical, cross-national within advanced capitalism, and a contrast between the processes and structures of urbanization in the First and Third Worlds. Prerequisites: SOC125 or instructor's permission. Mr. Ross/Offered periodically

**SOC294 GLOBAL ETHNOGRAPHIES: ETHNOGRAPHERS IN THE MAKING FOR THE 21ST CENTURY/SEMINAR**

Focuses on emergent ethnographic concerns, which attempt to capture fluid cultural processes and connections as they unfold in late-1990's global arenas. Deals with multiple-sited ethnography of movement, displacement, replacement and the global traffic in culture. It also analyzes traditional ethnographies and ethnographic methods of the founding pioneers, including the work of the famous Clark University ethnographer Franz Boas. Prerequisites: SOC160 or instructor's permission. Ms. Bhachu/Offered every year

**SOC296 INTERNSHIP SEMINAR**

Focus changes each year depending on faculty interest. Foci include gender, community organizing and aging. Ms. Tenenbaum/Offered periodically

**SOC298 THESIS STUDIES**

Independent study submitted for honors consideration for senior sociology majors. Students should sign up with the faculty member whose areas of interests are most suited to their own. The emphasis is on independent research undertaken with faculty guidance and supervision. Generally requires two credits in each semester of the student's senior year and culminates in a thesis submitted for honors consideration. Staff/Offered every year



### **SOC299 SEC. 9 INTERNSHIPS IN SOCIOLOGY**

Supervised field training in community and organized settings is available. Internship is the equivalent of one to four full courses in sociology. Variable credit. Staff/Offered every semester

### **SOC299.1 DIRECTED READINGS IN SOCIOLOGY**

Staff/Offered every semester

### **SOC299.2 DIRECTED RESEARCH**

Staff/Offered every semester

### **SOC299.5 SPECIAL PROJECTS**

Staff/Offered every semester

## **VISUAL AND PERFORMING ARTS**

Visual and Performing Arts is composed of individual academic programs in art history, studio art, music, screen studies and theater arts. Whether students prefer to study the history, criticism, philosophy and theory of the arts or to engage in the creative activity of studio work, composition or performance, there are courses, concentrations, minors, specializations and majors available. A major in a given area can be the core for a preprofessional program; or the student may cross traditional disciplinary lines—by double majoring, for instance, or by designing a major or combined major that includes two or more areas of study. Students, with a program director, may develop a four- or five-course sequence as a minor or an area of specialization. Majors and nonmajors are welcome to attend the many art exhibitions, film presentations, and musical, theatrical and dance performances.

Because art reflects the trend of thought and the impact of events of its time, it relates to many other areas of study—history, philosophy and psychology. The study of the arts thus can enhance one's understanding and appreciation of other disciplines. For students interested in the arts, humanities, or social and natural sciences, the study of art can provide both majors and nonmajors with an especially enriching liberal-arts education. Courses in art offer opportunities to develop critical skills, acquire resources for visual thinking and communication, and engage in personal creative expression. For both future art scholars and professionals, Clark's art programs provide a solid foundation that will serve them well in their graduate studies or careers.

The Visual and Performing Arts Department is part of the Higgins School of Humanities.

## **ART HISTORY**

### **Program Faculty**

Gauvin Bailey, Ph.D., Director

Rhys Townsend, Ph.D.

Kristina Wilson, Ph.D.

### **Part-Time Faculty**

Andrea Lepage, M.A.

Peter Nulton, Ph.D.

### **Program Overview**

The art-history major focuses on the visual arts and the social, cultural and historical context in which art is created. Majors may take courses in Ancient, Renaissance and Baroque, and Modern art history or other areas. For those considering teaching, museum and gallery work, arts conservation or arts management, the major is designed to meet the student's needs and may include an internship at an appropriate institution.

## **The Art History Major**

A total of 14 courses are required, 10 of which are art-history courses.

### **1. Art History Courses**

- a. ARTH010 From the Stone Age to Our Age (or equivalent course or superior advanced-placement performance)
- b. ARTH150 Methodology and Historiography
- c. Eight courses in the following areas: Ancient, Renaissance/Baroque, Non-Western and Modern, with not more than two courses in any one area; a total of three must be at the 200 level.

### **2. Related Courses**

Four courses in visual and performing arts, of which two must be in studio art. These courses must be selected in consultation with the adviser.

### **Double and Combined Majors**

Because of its interdisciplinary nature, students may wish to double major in art history and another discipline. In such cases, the number of required courses is reduced to 11. Another option is the combined art history-studio art major. Eight art-history courses and three visual and performing arts courses normally serve as the art-history component of a double major or a student-designed major. A combined major, requiring a minimum of eight art-history courses, may be developed in consultation with the studio-art and art-history program advisers.

### **Honors Program**

Requires the 14 courses for the art-history major, including a directed reading (ARTH299 Sec. 1) in the fall of the senior year and the senior honors thesis (ARTH299 Sec. 8) in the spring. Students wishing to take honors in art history should identify an area of interest, choose an appropriate adviser and apply for eligibility to the art-history faculty before the end of the junior year. See the course description under ARTH299 Sec. 8 Honors in Art History, for details.

### **Art History Minor**

All courses and seminars in this program are open to nonmajors. Students whose major lies in another discipline may minor in art history. Six courses are required for the art-history minor.

### **Requirements:**

1. ARTH010 From the Stone Age to Our Age
2. Five additional courses, with no more than three in one area of specialization (i.e., Ancient, Renaissance/Baroque, Modern) and at least two at the 200 level.

### **Courses**

#### **ARTH010 FROM THE STONE AGE TO OUR AGE: MONUMENTS AND MASTERPIECES OF WESTERN ART/LECTURE, DISCUSSION**

Begins with a reach back in time to the dawn of history 20,000 years ago when the earliest creators in the western world painted powerful images of animals on walls located in the eerie, dank depths of cave interiors. This startling act marked the beginning of communication through visual images. We will move chronologically through history, exploring the major monuments and masterpieces of painting, sculpture and architecture, and the cultures that produced them. By focusing primarily, although not exclusively, on select key monuments—the Pyramids, the Parthenon, the Pantheon—and on the masterpieces of major artists—Raphael, Rembrandt, Renoir, Rothko (among others)—from prehistoric times to our own computer age, we will gain an understanding of visual

culture and of the needs and aspirations that are expressed. Mr. Bailey, Mr. Townsend, Ms. Wilson/Offered every semester

#### **ARTH105 THE AEGEAN WORLD**

An introduction to the architecture, sculpture and painting of Egypt and the Aegean during the Bronze Age. The course covers the Old and New Kingdoms of Egypt, the cultures of the Aegean islands, Crete, and mainland Greece. Examines artistic forms and traditions of each region in order to shed light on the individual religious and social contexts in which they evolved. Highlights the archaeologists whose discoveries have illuminated the history and artifacts of these lands. Field trips to area museums. Mr. Townsend/Offered every other year

#### **ARTH106 INTRODUCTION TO ARCHAEOLOGY**

Concentrates on the Mediterranean region, tracing the history and methods of archaeology—emphasizing its unique combination of the sciences and the humanities—from its first steps to its technologically advanced state today. Selected case studies will demonstrate how archaeology has illuminated the ancient world. Also examines the newly developed field of underwater archaeology. Mr. Townsend/Offered every other year

#### **ARTH109 CLASSICAL MYTH AND THE GREEK**

Investigates selected classical myths and the concept of the “Greek ideal” as expressed in art, both in classical Greece and Rome and in various later periods, including the 20th century. Approaches the myths from the standpoint of origin and significance, changing modes of representation and manipulation for political purposes. The “Greek ideal” is also examined both as it originally developed and as it was conceived in subsequent ages. The course also considers the changing attitudes towards the classical world and the significance of the classical tradition in art and history. Field trips to area museums. Mr. Townsend/Offered every other year

#### **ARTH110 ANCIENT GREEK ART**

This intensive survey reviews Greek art from the collapse of the Minoan-Mycenaean world in the 12th-century B.C. to the close of the Hellenistic period in the first-century B.C. Geographically, it reaches from Greece, westward to the Greek cities of South Italy and Sicily and eastward to the Hellenized lands of Asia Minor, Egypt and the Near East. The course discusses the concept of artistic originality and stylistic development, the relationship between art and politics and the contribution of Greek art to the history of the visual arts in the Western world. Field trips to the Worcester Art Museum and the Boston Museum of Fine Arts. Mr. Townsend/Offered every other year

#### **ARTH114 ANCIENT CITIES AND SANCTUARIES**

Introduces the great urban and religious centers of the ancient world. The course examines the concept of the city as it first evolved in the Near East and as it developed in classical Greece and Rome. The course emphasizes both the design and structure of urban spaces and the factors affecting town planning. Discusses ancient sanctuaries not only as areas of religious worship, but also as centers of cultural activity involving theater, art, athletics and politics. Cities and sanctuaries are viewed in their historical setting as part of the larger civilizations, which nurtured them. Mr. Townsend/ Offered every other year

#### **ARTH124 ITALIAN ART FROM GIOTTO TO BOTTICELLI/ LECTURE, DISCUSSION**

Examines one of the most crucial periods in Western art, the Early Renaissance in Italy. Investigates painting, sculpture and architecture in their cultural and historical contexts from the trecento (1300s) to

the late quattrocento (1400s), with a focus on Tuscany and its flourishing capital, Florence. Explores the movement away from Byzantine and Gothic art toward a new, uniquely Italian style emphasizing humanity, realism and science. Assesses how humanist studies, republican politics, monastic reform and the emergence of a wealthy mercantile class affected artistic style and theory. Considers artists' growing self-awareness as professionals contributing to contemporary intellectual developments and the ideology of genius. Artists highlighted in this course include Giotto, Brunelleschi, Donatello, Ghiberti, Fra Angelico, Piero della Francesca and Botticelli. Field trips to area museums. Mr. Bailey/Offered every other year

#### **ARTH125 ART IN THE AGE OF MICHELANGELO/ LECTURE, DISCUSSION**

Focuses on the art of the 1500s in Italy, an era comprising the High Renaissance and Mannerism, perhaps the single most influential period in Western art after classical times. Investigates painting, sculpture and architecture in the major Italian cultural centers of Florence, Rome, Milan, Parma, Mantua and Venice. Considers questions of style, influence, patronage, art theory and scholarly and religious developments. Highlights the work of Michelangelo, including the recently restored Sistine Chapel frescoes, the Medici Tombs, the David and the Pietà. Also considers the work of Leonardo da Vinci, Raphael, Correggio, Giorgione and Titian, and their relationship to Michelangelo and his legacy. Looks at the rise of papal Rome and the building of St. Peter's basilica and the Vatican palaces. Mr. Bailey/Offered every other year

#### **ARTH131 BAROQUE ART IN THE AGE OF BERNINI/ LECTURE, DISCUSSION**

Considers Italian art and architecture from around 1580 to 1680, the age known as the Baroque. An era of astonishing artistic activity, it was marked by lavish patronage by popes, cardinals and princes, centering on the cosmopolitan capital of Rome. This period was characterized by fundamental changes in society, including the birth of the Catholic church as a concept, new and revolutionary scientific discoveries, a new global awareness and the growth of political absolutism. Explores how these developments informed the style, iconography and patronage of art. Highlights Italian artists Caravaggio, Bernini, Borromini and Pietro da Cortona, as well as foreigners working in Italy such as Poussin and Claude Lorrain. Topics considered include the rise of landscape painting, still life and genre painting, as well as the concept of the Baroque unity of the arts. Field trips to area museums. Mr. Bailey/Offered every other year

#### **ARTH140 MODERN ART: 19TH CENTURY/LECTURE, DISCUSSION**

Examines neoclassicism, romanticism, realism and impressionism. Studies the development of landscape painting in England and France, in relation to the rise of urbanization and industrialization, and the origins of an “avant-garde.” Ms. Wilson/Offered every other year

#### **ARTH142 ART AND THE EXPERIENCE OF MODERNITY, 1880-1940/LECTURE, DISCUSSION**

A survey of the major movements in avant-garde art from the late-19th century to World War II in Western Europe and the United States. We will examine how the art of this period—painting, sculpture, collage, photography, architecture—engaged the modern world through strategies as varied as resistance, subversion and open embrace. The course begins with the generation of neo- and post-impressionist painters, covers the development of abstraction and concludes with the surrealist dreamscape. Ms. Wilson/Offered every other year



**ARTH143 ART FROM 1940 TO 1970:MODERNISM & ITS DISCONTENTS/LECTURE, DISCUSSION**

A survey of the major trends in art between 1940 and 1970, focused primarily, but not exclusively, on the art scene in Europe and the United States. We will begin with the emergence of New York as the center of the international avant-garde and the seat of Abstract Expressionism in the years after World War II. The course will then trace the disintegrating confidence of the mid-20th-century modernist moment, examining such movements as neodadaism, pop art, minimalism, and the land artists of the late 1960s. Ms. Wilson/Offered every other year

**ARTH144 ART SINCE 1970**

A survey of the major trends in art since 1970, focused primarily, but not exclusively, on the art scene in Europe and the United States. We will begin with the art movements of the 1970s that challenged the traditional definition of "a work of art," including conceptualism and body art. The course will continue with the rise of postmodernism and the death (and resurrection) of the author through the expanded field of painting, sculpture, video, and installation art in recent decades. We will study this art in light of contemporary social and political concerns, such as feminism, the pervasiveness of commercial culture, and the increasing globalization of identity. Ms. Wilson/Offered every other year

**ARTH150 THE ART OF ART HISTORY:HISTORY & METHODS/SEMINAR**

This seminar explores the major critical questions that art historians have asked, and attempted to answer, in the past 150 years. Through selected readings and the close examination of works of art, we will discuss the major theories that have shaped the way art historians look at art, write about art, and talk about art. Our topics will include formalism, social art history, biography, semiotics and iconography, feminism and gender studies, race and global identity, and the role of the museum. Ms. Wilson/Offered every other year

**ARTH155 ART OF AFRICA, OCEANIA AND SOUTHWESTERN NATIVE AMERICA/LECTURE, DISCUSSION**

Focuses on the art of the Yoruba of southwestern Nigeria, the Northwest Coast Native Americans and New Guinea, and considers the art forms, cultural settings and distinctive aesthetic in non-Western culture. Students will be expected to make aesthetic and stylistic judgments concerning selected original material. Staff/Offered periodically

**ARTH156 ARTS OF BLACK AFRICA/LECTURE, DISCUSSION**

Introduces art in the Western Sudan and Guinea Coast, the Niger Delta and Equatorial Forest, the Southern Savanna and southern and east African fringe. Emphasizes formal, conceptual and historical links between the cultures and art forms. Staff/Offered periodically

**ARTH157 THE ARTS OF NORTH AMERICAN NATIVE PEOPLES/LECTURE, DISCUSSION**

Examines the arts of the native peoples of North America, i.e., the arts of Woodland, Southeastern United States, Plains, Pueblo, Navajo, California and Northwest Coast Indian groups, as well as Alaskan and Canadian Eskimos. Studies the traditions from the contact period (1500-1900) and precontact traditions known from the archaeological record. Staff/Offered periodically

**ARTH159 LATIN-AMERICAN ART/LECTURE, DISCUSSION**

Surveys the art and architecture of Latin America, ranging from Argentina to the United States, from the pre-Columbian period to the present. Begins with an exploration of the art of Mesoamerica and the Andes before the arrival of the Europeans, including the Maya, Olmecs, Aztecs and Inca. Explores the cultural convergence that

resulted from the conquest in the 16th century, focusing on the role of Amerindian artists and traditions in the formation of early Colonial culture. Traces the development of the colonial arts, considering the role of civil and religious patronage, the rise of the art guilds, the international makeup of European cultures in the Americas and the relationship with the arts of Spain and Portugal. Considers the rise of nationalism in the 17th and 18th centuries and its effect on the arts, including the revival of Amerindian forms by the independence movement in regions that would later become Peru and Mexico. Explores the development of the arts from independence from Spain and Portugal in the early 19th century to the present, including a consideration of Chicano art in the United States. Field trips to area museums. Mr. Bailey/Offered every other year

**ARTH160 THE ARTS OF ASIA/LECTURE, DISCUSSION**

The 21st century has been called the "Asian Century" in anticipation of the leading role that Asia will play in the world's economic, political and cultural life. This course journeys through the history of the art and architecture of the most important civilizations in the Far East: China, Japan and Korea. Begins with China, whose arts tradition developed in isolation for over a millennium before exerting a profound influence on the nascent visual-arts cultures of Japan and Korea about 2,000 years ago. Explores how those two regions developed unique art forms that were repeatedly still affected by new waves of influence from China. Considers ancient bronzes, scroll and screen painting, religious sculpture, ceramics and decorative arts and architecture. Examines the function of these arts in society; the relationship between art and the great religions and philosophies of Daoism, Shinto, Confucianism and Buddhism (especially Chan or Zen Buddhism); the diversity of art patronage (emperors, warlords, monks and literati); and the relationship of art to the past. Field trips to area museums. Mr. Bailey/Offered every other year

**ARTH161 THE ARTS OF ISLAM/LECTURE, DISCUSSION**

Islamic peoples make up one third of the world's population, historically embracing regions as diverse as Spain, North Africa, the Middle East, India and Central Asia. Their culture is dynamic and diverse, and intimately related to neighboring civilizations in Europe, the Far East and Sub-Saharan Africa. Examines the art and architecture of Islam from the lifetime of the Prophet Muhammad (d. 632) to the present. Considers the development of the mosque and madrasa (religious college), miniature and mural painting, ceramics, ivory, metalwork, textiles and other arts. Explores the religious disinclination toward figural art and the growth of the "arabesque," or geometrical/floral patterns. Also examines the flourishing figural tradition that existed in nonreligious art. Monuments considered include the Alhambra in Granada, the Great Mosque of Damascus, the Dome of the Rock in Jerusalem and the Taj Mahal. Field trips to area museums. Mr. Bailey/Offered every other year

**ARTH215 THE TEMPLE BUILDERS: ARCHITECTURE IN ANCIENT GREECE**

Traces the evolution of monumental architecture in Greece from its origins in the Geometric period through its development in Archaic, Classical and Hellenistic times. Emphasizes the integration of craftsmanship, or *techne*, with elements of design in the Doric, Ionic and Corinthian orders. Discusses the relationship between architect and patron, the social role of architecture and its political impact, as well as the problems of modern investigation and reconstruction of ancient buildings. Mr. Townsend/Offered periodically



**ARTH216 ARCHITECTURE AND DEMOCRACY/SEMINAR**

This seminar will explore the relationship between the built environment and civic ideology in ancient Athens and 20th-century America. "Built environment" refers to structures in, through and around which a society functions and includes both private and public buildings and spaces. "Civic ideology" means ideas that embody the collective beliefs and aspirations of the citizen body. In particular we will be interested in the relationship between the individual citizen and the state in ancient Athens and 20th-century United States and the means by which architecture acts to construct that relationship. Area field trips. Mr. Townsend/Offered every other year

**ARTH218 ART IN THE AGE OF ALEXANDER THE GREAT/SEMINAR**

By his death in 323 B.C., at age 33, Alexander the Great had conquered most of the known world, his empire stretching from Greece to the Indus River Valley of India. In the process, he transformed this region into a polyglot, multicultural mix that has been compared to the global village in which we live today. This course examines the life and times of Alexander and his followers through the record of the material culture they left behind: architecture, sculpture, painting, gold, coins, jewelry and everyday artifacts. It specifically examines how culture is shaped by such material goods and uses an historical perspective to gain insight to the ever-changing profile of our society today. Trips to area museums. Mr. Townsend/Offered every other year

**ARTH219 SEMINAR IN ANCIENT ART: PORTRAITS AND REPRESENTATION IN THE ANCIENT WORLD**

This seminar-style course presents a look at portrayal and representation of human beings in the ancient world, focusing on, but not limited to, the Mediterranean civilizations of Egypt, Greece, and Rome. In the ancient world, some representations were used as substitute bodies for the deceased, to ensure eternal life for those portrayed. Others were used as voodoo dolls in order to curse a rival. Portraits could reflect the power and status of their subject, but also their values and ideals. Course may be taken for credit more than once. Mr. Townsend and Mr. Nulton/Offered periodically

**ARTH230 CARAVAGGIO/SEMINAR**

Focuses on the work of one of the best known artists of any period, the painter Michelangelo Merisi or Caravaggio (1573-1610). Although he died a young man in 1610, he is often considered the most important painter of the 17th century. Explores Caravaggio's intense naturalism and the controversy it caused, his sense of drama and supernatural light and the role of his personality in works of art. Surveys his life in Rome, Naples, Malta and Sicily, considering his religious paintings, genre scenes and still lifes. Considers the contradictory aspects of his character: his sexual ambivalence, his criminal violence and his intense spiritual devotion. Explores his artistic legacy in Italy and abroad. Readings include art-historical scholarship, history and original documents from the period. Field trips to area museums. Mr. Bailey/Offered periodically

**ARTH232 CONVERGING CULTURES IN THE AGE OF DISCOVERY/SEMINAR**

A critical assessment of the notion of hybrid art, focusing on the period of European discovery of non-European civilizations from the 16th through 18th centuries. Explores the impact of European Renaissance and Baroque art in a global context, including the Far East, Southeast Asia, India and the Americas. This age of global encounter involved intimate contact between the widest spectrum of peoples, representing different races and religions, as well as political, social, economic and cultural systems. Considers the role of missionaries, merchants and

colonial powers in bringing European art to the non-European world, and the differing degrees of contact/conquest that existed between them. Primary focus is on the reaction of non-European cultures such as the Chinese and Nahua (Aztecs) to the new styles and iconographies from Europe, and the perpetuation of indigenous symbols, styles and ideas in the art produced after contact with Europeans. Evaluates the new art styles that were developed as the cultures began to merge, and questions whether transcendent styles or aesthetics emerge from the prolonged interaction of cultures. Mr. Bailey/Offered periodically

**ARTH233 TROPICAL BAROQUE: THE ARTS OF COLONIAL LATIN AMERICA/SEMINAR**

Tropical Baroque will be the first seminar devoted to the Renaissance and Baroque art and architecture of Colonial Latin America (1492-1820), an arts tradition of greater richness and diversity than many in Europe itself. It will include not only Spanish America, including New Spain (Mexico, New Mexico and California), the Andean region, the Caribbean, Brazil and the Southern Cone (Argentina, Chile, Paraguay and Uruguay), but also the former Portuguese territories in Brazil. The course will consider architecture, including palaces and villas, cathedrals and churches, and fortresses and public spaces. It will also examine painting and sculpture, both religious and secular, as well as the so-called minor arts such as furniture, metalwork, textiles and ceramics, which have received much attention in recent scholarship. The field of Colonial Latin-American art is enjoying a renaissance in recent years. The people and societies who produced and used this art and architecture came from the widest spectrum of backgrounds and walks of life. They included Amerindians, Africans, Asians and mestizos, as well as Europeans from places as varied as Spain, Italy and Bohemia. Mirroring the incredible diversity of Latin America's natural landscapes, colonial art and architecture blended styles and techniques from Aztec, Inca and Guaraní civilizations with those from Europe, North Africa and the Far East to produce works of unprecedented creativity and originality. Mr. Bailey/Offered periodically

**ARTH239 SPECIAL TOPICS: RENAISSANCE AND BAROQUE ART/SEMINAR**

Introduces specific problems in Renaissance and Baroque art and focuses on student research, oral presentation and writing skills. Qualified students from other disciplines are welcome. Mr. Bailey/Offered periodically

**ARTH243 DESIGN IN THE 20TH CENTURY: ARTS & CRAFTS TO IKEA**

A survey of modern design in the Western hemisphere, including furniture, textiles, appliances, logos and graphic design, and architecture. Throughout the 20th century, modernists have used design to promote various reformist agendas - reform of working conditions for the industrial laborer, reform for the lifestyles of individual consumers, and reform of the values held by society at large. This course examines the objects and buildings that were designed to be the vehicles of social change, and analyzes their aesthetics as well as their ideological agendas. The course begins with the radical Arts & Crafts movement in Britain and the United States, and then covers International Style architecture and Bauhaus design in the 1920s, biomorphic and atomic-age design in the mid-20th century, the design of appliances and automobiles in the postwar period, and postmodernism in the late-20th century. The course concludes with an analysis of our own contemporary, design-obsessed society, investigating the populist agenda of such enormous commercial empires as Target and Ikea. Prereq: A lecture class in modernist art strongly recommended. Ms. Wilson/Offered every other year



**ARTH245 URBAN ART & SOCIETY IN JAZZ AGE NEW YORK**

In the 1920s and early 1930s, New York City was home to (or the inspiration of) some of the nation's most innovative visual, literary and cinematic works. In this interdisciplinary seminar, we will investigate skyscraper architecture, paintings of city life, advertising photography, *The Great Gatsby*, art-deco furnishings, the Harlem Renaissance, and flapper movies. Through a mixture of secondary literature and a wide range of primary sources, we will explore broader themes such as the changing boundaries between "low" and "high" culture and the construction of an urban American identity as inflected through race, gender and class. Ms. Wilson/Offered periodically

**ARTH248 GENDER AND REPRESENTATION/SEMINAR AND PRACTICUM**

An exploration of the manifold ways gender affects the production and reception of art. The course will consider the role of gender in art from three perspectives: 1) how gender affects the artist's sense of self; 2) how gender affects pictorial representation; and 3) how gender impacts the way one views a work of art. The course will focus primarily on late-19th-, 20th-, and 21st-century art, with individual classes devoted to selected artists or thematic issues. Ms. Wilson/Offered every other year

**ARTH249 SPECIAL TOPICS: MODERN ART/SEMINAR**

Introduces specific topics in the study of modern art. Research and writing intensive. Qualified students from other disciplines are welcome. Ms. Wilson/Offered periodically

**ARTH297 HONORS IN ART HISTORY: SENIOR YEAR**

Qualified students who take Honors in Art History should identify an area of interest, select an appropriate adviser and apply for eligibility to the art-history faculty before the end of the junior year. The honors thesis is a yearlong project, for which the student will take 299.1 Directed Reading or 299.2 Directed Research, in the fall of the senior year and 299.8 Honors in Art History, in the spring semester. A second reader, chosen by the student and the adviser, will participate in the final evaluation. Credit is given for course work completed, even if a student is not recommended for honors. Staff/Offered every year

**ARTH298 INTERNSHIP****ARTH299 DIRECTED STUDY****CLAS111 ROMAN ART AND ARCHITECTURE/LECTURE, DISCUSSION**

See Classics 111.

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**MUSIC****Program Faculty**

Benjamin Korstvedt, Ph.D. - *Director*

Matthew Malsky, Ph.D.

John McGinn, D.M.A.

**Part-Time Faculty**

Richard Cain, M.Mus.

Richard Falco, M.Mus.

Katherine FitzGibbon, M.Mus.

Kallin Johnson, M.Mus.

Sima Kustanovich, M.Mus.

Justin Rust, M.M.

Peter Sulski, B.Mus.

**Affiliate Faculty**

James Allard,

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Jonathan Clark, M.Mus.

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Steven Mossberg, B.Mus.

Robert Schultz, M.Mus.

Pieter Struyk, B.Mus.

Anita Sulski, B. Mus.

Paul Surapine, B.Mus.

Douglas Weeks, M.Mus.

**Emeriti Faculty**

Gerald Castonguay, Ph.D.

Wesley Fuller, M.Mus.

Hartmut Kaiser, Ph.D.

**Program Overview**

The program offers both a major and a minor, as well as courses and activities for the nonmajor. Courses are designed to teach students to listen to music intelligently, develop musical perception, master basic skills of music and apply them creatively, and acquaint students with representative works from various periods of music history. The study of music can open new perspectives on many aspects of culture and society and the program stresses the advantages of combining professional musical development with the humanistic breadth offered by a strong liberal education.

Courses are open to majors and nonmajors, and assignments are designed to suit the different goals and backgrounds of the students in each category.

## Major Requirements

Fourteen courses are required for the music major:

1. Theory: MUSC121, 122, 223, 224 (includes aural/keyboards skills labs)
2. Music History: MUSC 100 and two of the following courses: MUSC 101, 102, 103 or 104
3. Private Study: MUSC180 (Two semesters—one unit each—of private instruction taken after completion of MUSC121)
4. Performing Groups: a minimum of four semesters in MUSC170, 171, 172, 173 or 174.
5. One seminar at the 200 level, either in history or in theory/composition.
6. Two music electives, selected from computer music, world music, history, and theory seminars, or two additional semesters of MUSC180. Students may also fulfill this requirement through tutorials, directed readings or special projects. For the nonhonors major, the second elective—taken during the senior year—is a capstone project fulfilled by taking MUSC299 Directed Reading, MUSC299 Special Project or a second seminar at the 200 level.
7. Related areas: two courses, one within visual and performing arts in art history, studio art, theater arts or screen studies; and one outside visual and performing arts in areas that relate to the major. For example, a major in the music-history track focusing on French music of the late 19th and early 20th centuries could select a course dealing with the French language, French literature, European history or cultural theory.
8. Successful completion of skills labs (Aural Skills I and II, Keyboard Skills I and II), which are taken concurrently with theory and performance classes.

The four semesters (two required, two optional) of private-lesson fees for the major are covered by regular-tuition payment.

## Honors Program

Admission to the honors program is by approval of the music faculty. Students may elect to pursue one of five different honors tracks: history, theory, composition, performance or music technology. Students apply to the honors program in history, theory, composition or music technology at the beginning of the junior year. Students must apply to the honors program in performance at the beginning of the freshman year. Prospective majors who wish to pursue honors in performance must request an audition and assessment of their potential regarding the honors performance track at the end of their first year. Formal admission into the honors performance track begins at the start of the sophomore year.

### Honors in History, Theory, Composition, or Music Technology

The 14 courses required for the music major, plus a project (a total of 15 courses) are required. The honors student will replace the two music electives of the music major (item six of the requirements) with study in a special area through either seminars or directed studies. These two special electives lead into the capstone project for the honors program (MUSC299), where the student will develop a thesis in history or theory, an extended composition or applications in music and technology.

## Honors in Performance

The 14 courses required for the music major, plus two additional semesters of private study, and a senior capstone project culminating in a recital (a total of 17 courses) are required. The honors student will replace the two music electives of the music major (item six of the requirements) with two semesters of private lessons for credit (MUSC180). Two semesters of MUSC280 (for a total of six semesters of private study) culminate in a full recital and a companion capstone project (MUSC290) dealing with the stylistic analysis of the music to be performed in the recital. At least four appearances in student recitals, including a half recital during the junior year, precede the senior recital. The lesson fee in the honors performance track is covered by regular-tuition payment during the sophomore through senior years. It is strongly urged that MUSC121 and 122 be successfully completed by the end of the first year.

## Music Minor

### Requirements

1. MUSC100 Studying Music Historically and Critically (or MUSC010 Introduction to Music)
2. MUSC110 Rudiments of Music (or MUSC121 Theory I)
3. One course from the 100-level history or theory courses that would link to work in student's specific area of specialization (e.g., MUSC103 Twentieth Century, for the minor in music technology)
4. Three additional courses in one of five specific areas of music:
  - a. **Minor in Performance**  
Three semesters of MUSC180. (For information on tuition coverage, see MUSC180). Students wishing to specialize in performance should arrange for an audition by contacting the program director. Audition will determine acceptance into the minor.
  - b. **Minor in Music Technology**  
MUSC140 Computer Music  
MUSC142 Interactive Music Programming Composition Studio/Seminar  
MUSC270 Directed Studies in Computer Music
  - c. **Minor in Jazz Studies** (offered through the Worcester Consortium)  
MUSC150 Jazz Theory  
MUSC151 Jazz History  
MUSC250 Tutorial in Jazz Composition
  - d. **Minor in Music History**  
Any three music-history courses, including one 200-level music history seminar:  
MUSC101 Medieval, Renaissance, Baroque  
MUSC102 Classical and Romantic Periods  
MUSC104 Music and Modernism in Society, 1885-1945  
MUSC210 History Seminar
  - e. **Minor in Music Theory**  
MUSC121 Theory I: Tonality 1  
and any two of the following:  
MUSC122 Theory II: Tonality 2  
MUSC223 Theory III: Counterpoint  
MUSC224 Theory IV: 20th-Century Practice



## Courses

### **MUSC010 INTRODUCTION TO MUSIC/LECTURE, DISCUSSION**

Designed for the nonmajor, the course expands the concept of the musical experience and develops discriminating listeners. The course includes an introduction to principles of rhythm, pitch, timbre (and their notations); the principles of structure; the aesthetics of music; specific forms including fugue, sonata form, variations; and selected historical styles. Staff/Offered every year

### **MUSC011 MUSIC AS CULTURE/LECTURE, SEMINAR**

Students study and listen to the differences and likenesses in music from a wide variety of cultures and consider the ways in which music, ranging from classical art music to music for work and communal celebration, functions within a selected group of world cultures. Includes guest performers of ethnic music. Staff/Offered every year.

### **MUSC012 POP MUSIC IN THE USA/LECTURE, DISCUSSION**

Beginning with what is (arguably) the start of the popular in American music, this course will examine Tin Pan Alley, Blues, Country, R&B, Swing, early Rock 'n Roll, Motown, the Folk Revival, the British Invasion, Psychedelic Rock, Progressive Rock, Punk, Disco and Heavy Metal, as well as some more recent music. The course will focus on understanding the stylistic and historical practices of this wide range of popular music. The principle perspective of the class will address popular music as an audible text as an artifact of, and contributor to, popular music culture. No previous musical experience (such as the ability to read or play music) is assumed. However, a willingness to listen to all of this music carefully and to engage a variety of theoretical approaches is presumed. Mr. Malsky/Offered periodically

### **MUSC014 INTRODUCTION TO WORLD MUSIC**

This largely nontechnical survey course seeks to foster a meaningful understanding and appreciation of diverse musical experiences from around the globe. Our explorations will alternate between two distinctive approaches: (1) studying the musical cultures of specific geographical areas and (2) discussing broader topics of comparison between cultures. The ultimate aim is for each student to attain a more holistic, global perspective from which to savor each experience. Assignments will help students to listen more actively and also examine how their own basic assumptions about music - what they take for granted - may comprise just one corner of a larger and richer "world" of musical possibilities. Mr. McGinn/Offered periodically.

### **MUSC016 POPULAR MUSIC IN 20TH-CENTURY AMERICAN CULTURE**

Music was one of the most vibrant and meaningful elements of 20th-century American culture. This seminar will cover major forms of American popular music, notably Blues, Jazz, the American popular song from Foster through Cole Porter to Dylan, rock and country music. Along with extensive listening work, the course will focus on exploring ways in which music was taken up by the cultural discussion of the times. Also at issue will be how music functioned as a social practice that negotiated basic tensions inherent to American society, especially those around race and the changing ways in which music has functioned within the culture industry. This course will be concerned primarily with discussion and explication of readings and music. Readings will be drawn from a range of music criticism and other writings about music. In addition, students will be involved in a series of projects including short papers, small-group studies and in-class presentations. Mr. Korstvedt/Offered periodically

### **MUSC018 PRIVATE INSTRUCTION IN INSTRUMENTS**

Areas offered include piano, jazz piano, voice, jazz vocal, clarinet, saxophone, flute, classical guitar, jazz guitar, violin, viola, French horn, trumpet, bassoon, trombone and low brass, cello, percussion, string bass and conducting. Lessons are taken for course credit. Students enrolled in MUSC180 meet weekly with an instructor, attend either aural or keyboard skills labs and participate in an ensemble. In areas not currently offered at Clark, the music program will find a qualified instructor. Award of credit in the off-campus study require special permission from the program director. No credit is awarded for off-campus study in those areas currently available at Clark. Prerequisites: For the minor, MUSC010 and either MUSC110 or MUSC121; qualified students may begin lessons prior to or along with MUSC010 and either MUSC110 or MUSC121. Approved minors receive three semesters of lessons covered by tuition, majors receive two semesters of lessons (with options available with permission for one or two additional semesters covered by tuition); majors in the Honors Performance track receive six semesters of lessons covered by tuition. Specific details are available in the music program office. Staff/Offered every semester

### **MUSC100 STUDYING MUSIC HISTORICALLY AND CRITICALLY**

This course is designed to introduce you to the fascinating world of college-level musical study and get you directly involved in it. Along the way, you will develop the knowledge base and the methodological tool-kit needed for more advanced coursework in music. The course is required for all music majors and minors, for whom it is a prerequisite for other more specialized music history courses. The course surveys major style periods of Western music (Renaissance, Baroque, Classical, Romantic, Modern). We will study in-depth five major works, which are representative of these style periods, getting to know and understand them through listening, analysis, criticism and contextual history. Over the course of the semester you will encounter and try out some of the major musicological approaches ranging from contextual cultural history, listening as a mode of analysis, critical interpretation, and music history as detective work. There is no formal prerequisite, but since the course is designed primarily for students who anticipate majoring or minoring in music it is expected that students enrolling in the course will have some musical background and basic music-reading skills. Mr. Korstvedt/Offered periodically

### **MUSC101 MUSIC OF THE MEDIEVAL, RENAISSANCE AND BAROQUE PERIODS/ LECTURE, DISCUSSION**

An exploration of European music from the Middle Ages through the Baroque period or from the 10th century AD to ca. 1750. This grand slice of music history—more than seven centuries—encompasses a fascinating variety of music: Gregorian Chant, Medieval polyphony, the Renaissance Mass and Motet, the birth of opera, the rise of instrumental genres, and the culminating achievements of the High Baroque. Through a mix of listening, reading, discussion and various written assignments, the course explores how music evolved and participated in the many major cultural, historical and social transitions between the Middle Ages and the Age of Absolutism. Several final weeks of the semester are devoted to the greatest musical figure of the mid-18th century, Johann Sebastian Bach. Previous musical experience is helpful, but not required. Mr. Korstvedt/Offered every year

### **MUSC102 MUSIC OF THE CLASSICAL AND ROMANTIC PERIODS/ LECTURE, DISCUSSION**

This course explores European music from the mid-18th century through the end of the 19th century. This era was in many ways a high point in the history of musical art and many of the greatest and most



beloved composers were active during this time, including Haydn, Mozart, Beethoven, Schubert, Berlioz, Chopin, Verdi, Wagner, Brahms and Mahler. Through a mix of listening, reading, discussion and various written assignments, students will develop an understanding of representative works by these composers, build a sense of the social and cultural contexts in which they worked, as well as sharpen their aesthetic appreciation of this music. Previous musical experience is helpful, but not required. Mr. Korstvedt/Offered every year

**MUSC103 20TH-CENTURY MUSICAL EXPLORATIONS/LECTURE, DISCUSSION**

Explores the abandonment of functional tonality by many (though not all) Western concert composers after 1900 and the resultant explosion of new musical techniques and systems. Focuses on the remarkable rejections and explorations that characterize much of Western art music since 1945. Prerequisites: None beyond an adventurous ear. Mr. McGinn and Mr. Malsky/Offered periodically

**MUSC104 MUSIC AND MODERNISM IN SOCIETY, 1885-1945**

This course is an exploration of the role and the fate of classical music in modern culture between 1885 and 1945. It is not a comprehensive survey; rather, the course is a guided journey to and from some of the high points—and low points—of 'serious' music in this era. We will plunge into the often extreme aesthetic experience of 20th-century music. We will get to know, appreciate and understand (and love!) works by a number of the major composers of the era. We will explore crucial issues of music and cultural politics, especially in the context of war and 20th-century totalitarianism. We will also focus on issues of audience, 'high' and 'low' art, and cultural politics raised by musical modernism. The course is designed to serve the need of music majors and minors and especially those of interested nonmajors. We will, of course, deal very directly with music, but the intention is to do so in ways that do not exclude those who have little or no formal training in music. The essential prerequisites are a willingness to approach the music we address with open ears and mind and a desire to grapple with ideas and art. Mr. Korstvedt/Offered periodically

**MUSC110 RUDIMENTS OF MUSIC/LECTURE**

Requires no previous musical training. Students learn to understand, write and create using the basic elements of Western pitch and rhythm. Skills gained enable students to pursue private vocal or instrumental instruction or further study in theory and composition. Staff/Offered every year

**MUSC121 THEORY I: TONALITY 1/LECTURE**

Explores the system of tonal music commonly employed by composers of the 18th and early-19th centuries, as well as by composers of popular music today. This study, incorporating exercises, composition, analysis and performance, also examines the way students listen to music in general, thus leading to a deeper understanding of the musical process. Mr. McGinn, Mr. Malsky/Offered every year

**MUSC122 THEORY II: TONALITY 2/LECTURE**

Extends the study of Western tonality to encompass more advanced techniques such as chromaticism and modulation. Culminates with late-19th-century chromaticism, which reveals both the extraordinary possibilities and ultimately the limitations of using the tonal system as an organizing force in music. Prerequisite: MUSC121. Mr. McGinn, Mr. Malsky/Offered every year

**MUSC141 COMPUTERS AND MUSIC/LECTURE, DISCUSSION**

The computer is, arguably, the most distinctively contemporary musical instrument. A project-based and historically grounded introduction to the computer as a musical tool, this course covers a variety of technical topics such as multitrack digital recording and mixing, the fundamentals of sound synthesis, and digital signal processing. A series of cumulative technical assignments through the semester lead to a large composition project. A variety of musical repertoires will be studied through recordings and readings. Mr. Malsky/Offered every year

**MUSC142 INTERACTIVE MUSIC PROGRAMMING AND COMPOSITION STUDIO/SEMINAR**

Interactive music refers to a composition or improvisation in which software interprets live performances to produce music generated or modified by computers. This course will present both musical concepts and programming techniques for students to produce performable music compositions. Topics will include advanced digital sound synthesis, signal processing and interactive MIDI applications. Prerequisite: MUSC141 or permission of instructor. Mr. Malsky/Offered every year

**MUSC150 JAZZ THEORY/LECTURE, TUTORIAL**

Includes a study of the rhythmic/harmonic/melodic structures of jazz, the scalar basis of improvisation, and voicing practice as it pertains to scoring for small and large ensembles. Prerequisite: MUSC110 or passing of placement examination in rudiments. Staff/Offered periodically by permission

**MUSC151 JAZZ HISTORY/LECTURE, TUTORIAL**

Studies the evolution of jazz style from its 19th-century beginnings to the present, including African roots, minstrels, ragtime, Dixieland, swing, bop, progressive, cool, free-form and third-stream. Requires a research paper and a final exam. Staff/Offered every year

**MUSC160 SOUNDTRACKS/LECTURE**

This class will focus attention on the soundtrack both through hands-on practicum experience in making soundtracks and by introducing students to analytic/interpretive methodologies that highlight music and sound in the cinematic experience. Some introductory experience in either music or screen is required. Additional lab time required for project/studio work and several evening screenings. Prerequisite: MUSC121 or 140 or ARTS167 or SCRN101. Mr. Malsky/Offered periodically

**MUSC170\* CLARK CONCERT CHOIR/REHEARSAL, PERFORMANCE**

A chorus of 30 to 40 voices, the choir presents two major concerts each year on the Clark campus as well as in off-campus appearances. Ms. FitzGibbon/Offered every semester

**MUSC171\* CLARK CHAMBER CHORUS/REHEARSAL, PERFORMANCE**

This is a small, specialized singing group chosen from the larger Clark Concert Choir by the conductor. Admission is by audition. Ms. FitzGibbon/Offered every semester

**MUSC172\* CONCERT BAND/REHEARSAL, PERFORMANCE**

Concert Band consists of 25 members performing two major concerts a year. Mr. Cain/Offered every semester

**MUSC173\* CHAMBER MUSIC ENSEMBLES/REHEARSAL, PERFORMANCE**

The number of small ensembles is determined by the performing talent in a given semester. Standing ensembles include string, woodwind, mixed brass, jazz vocal. Admission is by audition. Staff/Offered every semester



**MUSC174\* JAZZ WORKSHOP AND COMBO/REHEARSAL, PERFORMANCE**

Includes ensemble performance practice with weekly rehearsals throughout the year. An audition is required. Staff/Offered every semester

**MUSC200 NEW MEDIA THEORY AND PRACTICE**

A seminar/production class designed to explore the ideas and techniques surrounding the simultaneous use of multiple digital media to create artistic work for CD-ROM, installation, Internet and performance. Examines the fields of computer music, hypertext, digital video and computer animation and graphics in order to provide impetus for experimentation with new integrated art forms. The theoretical writings of Benjamin, Landau, Altman, Negroponce and others will be the basis for the study of historical, cultural and social contexts.

Prerequisites: MUSC141, SCRN207, ARTS209 or permission of instructor. Mr. Malsky/Offered periodically

**MUSC205 THE TOTAL WORK OF ART AND CULTURAL CRITICISM FROM WAGNER TO THE PRESENT/SEMINAR**

See German 205.

**MUSC210 MUSIC HISTORY SEMINAR**

The Music History Seminar takes up specific topics and themes in music history that open onto larger cultural contexts and interdisciplinary lines of inquiry. The seminar is based on active discussion and student research with a depth and a focus not possible in a survey course, and will develop the student's critical skills, as well as the ability to write and talk about music in meaningful ways. Seminar topics change each year. Recent topics have included "Music and Culture in Vienna, 1870-1914," "Richard Wagner: Music, Drama, and Meanings," and "Beethoven, Schubert and the Transformation of Music, 1800-1830." The course welcomes music majors and minors, as well as interested students from other disciplines. The seminar may be taken more than once for credit. MUSC102 and/or MUSC103 are recommended, but not required. Mr. Korstvedt/Offered every year

**MUSC220 THEORY/COMPOSITION SEMINAR**

Rotating topics include composition, film music (Soundtracks), musical analysis, orchestration and contemporary performance practice. Prerequisites: MUSC121, 122, 223, 224. Mr. McGinn, Mr. Malsky/Offered every year

**MUSC223 THEORY III: COUNTERPOINT/LECTURE, TUTORIAL, LAB**

With a special focus on the definitive tonal counterpoint of Johann Sebastian Bach, this course studies contrapuntal styles and procedures used by composers throughout the development of Western art music as models for independent creative work. Prerequisites: MUSC121, 122. Mr. McGinn, Mr. Malsky/Offered every year

**MUSC224 THEORY IV: 20TH-CENTURY PRACTICE/ LECTURE, TUTORIAL**

Analyzes compositional techniques of major 20th-century composers and uses them as a basis for composition and analysis assignments. Prerequisite: MUSC223 or instructor permission. Mr. Malsky, Mr. McGinn/Offered every year

**MUSC230 SENIOR TUTORIAL IN MUSIC HISTORY**

Develops work (e.g., a paper, composition or performance) in consultation with the instructor. For majors only. Prerequisite: instructor permission. Staff/Offered every semester

**MUSC240 SENIOR TUTORIAL IN COMPOSITION**

Develops work (e.g., a paper, composition or performance) in consultation with the instructor. For majors only. Prerequisite: instructor permission. Mr. McGinn/Offered every semester

**MUSC250 TUTORIAL IN JAZZ COMPOSITION**

Student writes original scores for performance by a workshop ensemble. Prerequisite: MUSC151 and permission of program director. Staff/Offered periodically

**MUSC260 SENIOR TUTORIAL IN THEORY**

Student develops work (e.g., a paper, composition or performance) in consultation with the instructor. For majors only. Prerequisite: instructor permission. Mr. McGinn, Mr. Malsky/Offered every semester

**MUSC290 CAPSTONE PROJECT****MUSC297 HONORS****MUSC298 INTERNSHIP****MUSC299 DIRECTED STUDY****MUSC299 SEC. 2 DIRECTED STUDY IN COMPUTER MUSIC****SCREEN STUDIES****Program Faculty**

Marcia Butzel, Ph.D.

Timothy Shary, Ph.D. - *Director*

**Adjunct Faculty**

Marvin D'Lugo, Ph.D.

Walter Schatzberg, Ph.D.

**Part-Time Faculty**

Kevin Anderson, Ph.D.

Ronald Lamothe, M.A.

J. Scott Overacker, M.A.

Fred Simon, B.S.

**Program Overview**

Clark offers one of the few undergraduate programs in the nation that specializes in screen studies, which deals with arts and artifacts of the moving two-dimensional image, usually combined with sound. It is concerned, in other words, with the study of film, television, video and evolving forms of digital visual media. The program offers both a major and a minor and stresses the importance of a liberal-arts background, for the screen arts touch upon and are affected by all sectors of contemporary culture and society. Screen studies provides a core of basic and advanced knowledge of the screen arts and media while encouraging students to explore diverse connections and influences, ranging from the visual arts, drama, literature and aesthetics to sociology, psychology, history and economics.

Nonmajors take screen-studies courses to acquire knowledge that relates to their interests in other disciplines, to gain a better understanding of the roles film and television play in their everyday lives or to understand the importance of the screen media as cultural and artistic forms. Those considering careers in the screen arts or related areas usually major in screen studies. In addition to being of special benefit for those planning graduate study or a career in the communications fields, the major also may be of interest to those seeking a liberal-arts education that speaks directly to questions of contemporary life, culture and the arts. Students interested in film and video production may take the program's sequence of production courses and gain production experience through professional internships.

## Major Requirements

Students majoring in screen studies enroll primarily in courses on the history, theory and criticism of film, broadcast television and other forms of electronic media. Requirements include courses in screen studies and in a related area, which may be discipline-specific (such as history, English, a foreign language/culture) or interdisciplinary (such as communication studies). The coherence of the related area is determined by the student and his or her major adviser. The major consists of at least 13 courses—a minimum of 10 courses in screen studies (see item 1 of the requirements below) and at least three courses in a related area, with one of those three courses at the advanced level (see item 2 below). For a course to provide credit toward the major, a letter grade of C or better must be achieved.

### Requirements:

1. Majors are required to take a minimum of 10 courses in screen studies. Of these 10 courses, four are specifically required:
  - SCRN010 Introduction to Screen Arts (to be taken as early as possible)
  - SCRN107 Introduction to Video Production, or its equivalent
  - SCRN114 Writing About Film: Critical Approaches
  - SCRN121 International Film Art Movements or SCRN124 World Cinema and Global Culture

In addition to these specific required courses, majors must complete:

- At least one American screen history course such as SCRN119 American Film from Its Origins Through WWII; SCRN120 American Film Since WWII; or SCRN122 History of American Broadcasting and Electronic Media.
  - One course in video production at a more advanced level than SCRN107, or another production course such as MUSC140, ARTS100, ARTS120, ARTS124, TA120 or TA212. (Students should choose the arts production course in consultation with their major adviser.)
  - One course on a national cinema such as SCRN246 Studies in Spanish Cinema; SCRN248 Studies in Latin-American Cinema; or SCRN263 History of French Cinema.
  - One advanced topics course resulting in a major term paper, or advanced production project, chosen from SCRN230, 284, 288, or 299.5
  - Two additional elective screen-studies courses to bring course work to the 10 required screen-studies courses.
2. Majors must demonstrate competence in a related area pertinent to the student's particular emphasis in screen studies. Requirements for the related area may be met by: completing requirements for a double major or by completing three courses (chosen in consultation with the major adviser), which together form a coherent group. Suggested related areas are: Screen Arts Production; Foreign Language and Culture; or Politics, Society and the Audiovisual Media. One course in the related area must be at the 200 level.

## Honors Program

Students with a strong interest and commitment to advanced study in the program and who have completed at least six screen-studies courses with at least a B+ average, may, with the program's approval, elect the honors sequence: one advanced topics capstone course and a one- or two-unit senior thesis. Students are expected to use the honors

course to develop an extensive research project on some aspect of film history, criticism or theory selected with their major adviser. Students planning to go on to graduate work in screen studies are encouraged to apply for the honors sequence.

All students interested in the honors sequence must apply to the screen-studies program director in the second semester of the junior year.

## Screen Studies Minor

### Requirements:

- SCRN010 Introduction to Screen Arts
- SCRN107 Introduction to Video Production
- One screen-history course selected from SCRN119, 120, 121, 122 or 124
- One course on a national cinema such as SPAN246, SPAN248 or SCRN263
- SCRN114 Writing About Film: Critical Approaches
- One 200-level elective in screen studies chosen in consultation with a program adviser

### Courses

#### SCRN010 INTRODUCTION TO SCREEN ARTS/LECTURE, DISCUSSION

Introduction to film and related screen media, with emphasis on critical thought and analysis. The course begins with attention to aspects of filmmaking activities — such as cinematography, editing and sound — then explores more contextual screen areas such as art film traditions, screen genres, auteur theory, gender and representation, etc. Students actively analyze films in detail to foster an understanding of screen styles and meanings. Fulfills prerequisites for advanced screen-studies courses. Mr. Shary/Offered every semester

#### SCRN107 INTRODUCTION TO VIDEO PRODUCTION/STUDIO, LECTURE, DISCUSSION

Workshop in seeing and thinking in electronic imaging techniques and processes. Open to nonmajors. Mr. Simon/Offered every semester

#### SCRN108 INTRODUCTION TO SCREEN WRITING

See English 108.

#### SCRN114 WRITING ABOUT FILM/SEMINAR

Considers a variety of critical methods for the analysis and interpretation of film. The course considers several important kinds of writing about film, including journalistic film criticism and analysis based in film theory. Students actively practice all of these modes of writing to acquire the analytic skills used in upper-level courses. The major critical approaches or methodologies of film studies such as formalist criticism, genre criticism, auteur criticism and forms of ideological criticism are explored in coordination with weekly films.

#### SCRN119 AMERICAN FILM FROM ITS ORIGINS THROUGH WWII/LECTURE, DISCUSSION

The history of the emergence and entrenchment of the Hollywood studio production system and the consolidation of a style of filmmaking now described as the classical Hollywood cinema. Topics to be covered include: silent filmmaking; the emergence of the star system, feature-length narrative filmmaking and film genres; the disruption of the coming of sound; the impact of the Depression and two World Wars; and the start of Hollywood's golden era. Mr. Shary/Offered every other year



**SCRN120 AMERICAN FILM SINCE WWII/LECTURE, DISCUSSION**

The history of post-WWII American cinema is the story of an ongoing series of adjustments to (or developments within the context of) instability in postwar film business: film noir, 3-D, biblical epics, blockbusters, art film influences, “new blood” from TV and film schools, Black filmmaking, revisionist genre films, high-concept filmmaking, etc. Further complicating this process of adjustments, cinema was overlaid onto, and consequently influenced by, the political turmoil within American society in general: the “Red Scare,” the Vietnam War, the emergence of a mass counterculture, the antiwar movement, Watergate, Reaganomics, the end of the Cold War and increasingly vocal demands by women and minorities for social equality (and media representation). Mr. Shary/Offered every other year

**SCRN121 INTERNATIONAL FILM ART MOVEMENTS/ LECTURE, DISCUSSION**

Broad survey designed to acquaint students with major foreign movements in cinema history. Includes readings on and screenings of examples selected from Italian silent epics, French Impressionism, German Expressionist and Weimar cinema, Soviet montage school, Soviet socialist realism, British documentary school, Nazi cinema, Italian neo-realism, Japanese classical cinema and French New Wave. Ms. Butzel/Offered every year

**SCRN122 HISTORY OF AMERICAN BROADCASTING/LECTURE, DISCUSSION**

This course considers how broadcasting and electronic media have been developed over the past century. We will examine the technical achievements of the field as well as its social and aesthetic impacts from early electrical and wireless communication (telephone, radio) to mid-century inventions (television, satellites) and more recent innovations (cable, digital technology). We will sample a wide range of media productions, including early radio and TV shows, documentaries and current media phenomena. Students will do some of their own historical research on broadcasting to supplement the course material. Mr. Shary/Offered every other year

**SCRN123 FACTUAL FILM AND TELEVISION**

An overview of film and television genres associated with factual and documentary filmmaking. A wide array of documentaries are used to examine sociocultural topics, such as art, gender, modernity and race. Focuses particularly on how certain stylistic means of filmmaking shape our understanding of subject matter and themes. Recent experiments with cinema, such as performativity, surrealism and reenactment — that blur the line between fiction and fact — will also be addressed. Mr. Anderson/Offered every year

**SCRN124 WORLD CINEMA AND GLOBAL CULTURE**

A course on contemporary film since the 1960s in an international context. World cinema mediates the social, psychological, political and economic concerns of people experiencing the effects of colonialism, war and globalization. World cinema is also often defined in opposition to Hollywood cinema, in terms of three principal trends: art cinema, Third cinema, and a “new internationalism” (referring to transnational and diaspora themes in films, changing modes of film production, and digital convergence in technology). The course will examine each of these trends as it has evolved over time and also consider the effect of globalization on Hollywood. Readings will be diverse and include film history, interpretations of individual films, cultural theory, and some cultural policy analysis. Weekly film screenings will include a Hollywood megapic (global blockbuster), international art-house films (such as “La Strada,” “Pathar Panchali,” “The Last Emperor”), Third World cinema (such as “The Battle of Algiers,”

“Memories of Underdevelopment,” “Kandahar”), and films representative of a new international trend (such as “Once Upon A Time in China,” “Lagaan,” and “Bhaji on the Beach”). Ms. Butzel/Offered annually

**SCRN130 FILM GENRE/LECTURE, DISCUSSION**

Devoted to the study of the major storytelling formats into which much narrative filmmaking (especially that of the American cinema) may be categorized. The course considers theoretical perspectives, formal description, historical background and social implications of genres such as the western, gangster film, musical, melodrama, etc., and through this work enables students to engage in and experience the interpretive insights of this critical perspective on the cinema. This course is taught as a variable topic, and may be offered as either an overview of several film genres or as a course concentrating on intensive study of a particular genre. Staff/Offered every other year

**SCRN140 FILM AUTHORS AND AUTHORSHIP/LECTURE, DISCUSSION**

Examines the theory and practice of film authorship through a consideration of works by major American and international film authors. Studies historical development of the idea of film directors as authors in Europe and the United States. Emphasizes the impact of such theories on the study of various American figures, which may include Hawks, Ford, Hitchcock and Coppola, as well as international figures. Also examines the formation of film authorship in emerging cultural contexts, such as women’s cinema and new national cinemas. Ms. Butzel/Offered every other year

**SCRN145 DO-IT-YOURSELF MEDIA**

See Communication and Culture 145.

**SCRN160 SOUNDTRACKS/LECTURE**

See Music 160.

**SCRN171 STORYTELLING THROUGH VIDEO: DOCUMENTARY AND DRAMATIC PRODUCTION/STUDIO, LECTURE, DISCUSSION**

Students will produce one or two “storytelling” videos. While they must create at least one individual work, they may choose to work collaboratively on a second project. There will be a strong emphasis on creating stories that explore experimental and innovative approaches and tell personal stories that transcend and cross traditional video storytelling genres of simple fiction and documentary. Pre-production, production and editing will be done outside of class. During class, students will view and critique their own videos as projects evolve, explore relevant production techniques and view and discuss professional films and videos that emphasize innovative approaches. They will also keep journals chronicling the evolution of their projects. Prerequisites are SCRN107 and competence in production and editing (a working knowledge of Final Cut Pro editing software is required). Mr. Simon/Offered periodically

**SCRN214 SOCIAL AND CULTURAL ISSUE DOCUMENTARY**

An advanced course in video production in which students will design, produce and edit two documentaries about contemporary social or cultural issues. To take this course, students must be proficient in the fundamental skills of video production and have taken SCRN107 Introduction to Video Production. Students will be encouraged to make documentaries about issues they are exploring in their own lives or in other courses they are taking (e.g., the effects of advertising on women’s body image; the invisible poor). All documentaries will be viewed and critiqued in class. Through discussion and viewing, students will explore both the art and craft of documentary filmmaking and consider relevant styles and choices that the documentary film-



maker faces, such as objectivity, point of view, voice, and traditional vs. the cinema verite approaches. All production and postproduction work will be done outside of class. Prerequisite: SCRN107 or ARTS107 or TA107 or permission. Mr. Simon/ Offered every other year

#### **SCRN230 IMAGES OF YOUTH**

This course examines the American youth film as a genre, one that contains certain images of its intended audience - teenagers - which reveal cultural attitudes toward adolescence as well as teens' fantasies about themselves. In some cases these images are stereotypical or extreme, misrepresenting the diverse range of teens who see these films, but in many instances these films uphold teenagers' ambitions, offering empowering and sympathetic portraits of the growing-up process. The course becomes an exploration of how a particular media industry, in this case Hollywood cinema, represents a certain population through developing, refining and upholding generic conventions in depictions of that population. Mr. Shary/ Offered every other year

#### **SCRN246 STUDIES IN SPANISH CINEMA/LECTURE, DISCUSSION**

See Spanish 246.

#### **SCRN248 STUDIES IN LATIN-AMERICAN CINEMA/ LECTURE, DISCUSSION**

See Spanish 248.

#### **SCRN249 STUDIES IN HISPANIC CINEMA/LECTURE**

See Spanish 249.

#### **SCRN252 ASIAN CINEMAS/LECTURE, DISCUSSION**

How different was/is the Asian cinema from the classical Hollywood cinema, which has dominated the world's commercial filmmaking as a model to be either imitated or resisted? The course addresses the issue of difference "from the outside" by engaging in the study of the history of various Asian film industries; identification of the characteristic storytelling formats of Asian cinema; formal analysis of the stylistic signatures of its master directors (such as Kurosawa, Ozu, Ray, Yimou, Woo); and study of western criticism's discourse on these national cinemas. Staff/Offered periodically

#### **SCRN261 CRITICAL PERSPECTIVES ON TV CULTURE/LECTURE, DISCUSSION**

Pursues fundamental questions about television through the complex mechanisms of contemporary criticism and popular culture. To understand how television functions, for instance, you must understand certain aspects of its mechanics, economics and politics. To understand what television means to people, we confront a matrix of even more varied human dimensions, which are more difficult to identify. How is television studied? How is meaning created through the audio/visual domain of television? How does that meaning come to be popular? What is at stake in the production and consumption of television? Mr. Shary, Staff/Offered every other year

#### **SCRN263 TOPICS IN FRENCH CINEMA/LECTURE, DISCUSSION**

France has produced more than a century worth of cinema that has defined film as an art form and a mode of cultural production. Distinctive films can be found in every historical period, from the earliest "cinema of attractions" to art-house auteur dramas or popular genre films (comedies, polars, and heritage films) on screens today. Of the major world cinemas, French cinema has also been most successfully nationalist of national cinemas. Since World War II, France has regularly subsidized its film industry, campaigned against Hollywood dominance in "the audiovisual trade" (during the 1993 GATT talks, for example) and politicized its filmmakers (as in the 1997 protests against government persecution of undocumented immigrants and

minorities). Taught in English. Prerequisite: SCRN010 and 114, or permission. Ms. Butzel/Offered every other year

#### **SCRN284 FILM AS NARRATION/LECTURE, DISCUSSION**

Explores the relationship between storytelling and cinema, from the perspectives of filmmaking craft, critical analysis, film history, the psychology of the spectator and sociopolitical factors. Students acquire vocabulary and concepts to analyze fictional and factual narratives ranging from early-American shorts to contemporary international features. Some consideration will also be given to television series and to interactive digital media as narrative. Specific topics covered include: narrative and nonnarrative sources of films; literary and filmic versions of the detective story; D.W. Griffith and the development of the integrated narrative film; serials and series, sequels and remakes; "assertive" versus "invisible" modes of narration; oral cultural tradition and film. Prerequisite: SCRN010 and 114 or permission. Ms. Butzel/Offered every other year

#### **SCRN288 GENDER AND FILM/VARIABLE FORMAT**

Explores the ways that gender is produced by the "social technologies" of film and video. Examines concepts of sexual difference (masculinity and femininity) and organizing representation, narrative and spectatorship in Hollywood and alternative cinemas, and in some television and video. Readings will be primarily theoretical and critical. Ms. Butzel, Mr. Shary/Offered every other year

#### **SCRN297 HONORS**

#### **SCRN298 INTERNSHIP**

#### **SCRN299 DIRECTED STUDY**

### **STUDIO ART**

#### **Program Faculty**

Sarah Buie, M.F.A.

Elli Crocker, M.F.A. - *Director*

Sarah Walker, M.F.A.

#### **Part-Time Faculty**

Frank Armstrong, B.J.

Valerie Claff, M.F.A.

Stephen DiRado, B.F.A.

Elaine Froehlich, B.F.A.

John Ellis, M.F.A.

Jennifer Hilton, M.F.A.

Kirk Jalbert, M.F.A.

Timothy Murdoch, M.F.A.

Deirdre Ni Chonaill, M.F.A.

Fred Simon, B.S.

Christine Weinrobe, B.F.A.

Cynthia Wilson, M.B.A.

#### **Emeriti Faculty**

Donald W. Krueger, M.F.A.

#### **Program Overview**

Studio art courses offer students an opportunity to engage in the study and practice of visual language. The learning of artistic methods and media is embedded in intellectual inquiry and critical analysis, so that engagement in studio art serves as a meaningful focus of a liberal-arts education. Art is seen as a means of communicating human experience; therefore students learn to "read" images and are encouraged to



express their own ideas in images. Areas of specialization within studio art include drawing, painting, graphic design, photography, printmaking, sculpture and video production, as well as interdisciplinary work within the major or between studio art and other academic disciplines. In addition to course offerings, students may participate in internships for credit on or off campus. There are also regular exhibitions of contemporary art on campus, course-related field trips to museums and galleries, and artist lectures. Opportunities for extracurricular involvement in artistic activity are available through the University Center's Craft Studio.

### Major Requirements

The major normally consists of 14 courses: 11 studio courses and three art history courses. The western survey art history course (ARTH010) must be one of the three art history courses. ARTS100 and 102 are studio foundations designed to introduce students to the nature of visual language and the creative process while encouraging the development of visual expression. At least one of these courses is required of majors and is strongly recommended for nonmajors as preparation for additional work in studio art. In addition to these foundation courses, a number of other introductory level courses in various media (painting, sculpture, printmaking and graphic design) satisfy the aesthetic perspective requirement. As the aesthetic perspective outlines, "artistic expression and the perception, analysis and evaluation of aesthetic form" in fundamental terms will be the focus of these classes. After exploring various media, students may choose to concentrate in one area and often seek out particular faculty members for personal mentoring. The studio courses, with the approval of the program adviser, may include courses in music, theater arts and screen studies, as well as student initiated nontraditional experiences. If a student chooses to double major, eight studio art courses and two art history courses are required.

### Capstone for Majors

All studio art majors will participate in a senior year capstone course, ARTS234 Studio Topics, which will include an independent project. This course provides a thematic context for the making of art and examines current topics occupying the national imagination as well as timeless themes that artists continue to address. Students with a strong commitment to intensive study and departmental approval can elect to undertake an honors project, ARTS289 Senior Thesis, which follows ARTS234 and culminates in an exhibition of work in the Clark University gallery. Individual studio space will be provided to senior art majors while enrolled in these courses.

### Honors Program

Students with a strong interest in art and design, a commitment to intensive study, and who have at least a B average may, with department approval, elect the honors sequence: a two-semester, two-credit senior thesis. Students are expected to use the thesis to develop a body of preprofessional studio work in preparation for graduate study or a career in the arts. The thesis must be done as a senior, and will be reviewed by a faculty panel, with selected works from the thesis exhibited at the end of the year. Credit is given for course work completed, even if a student is not recommended for honors.

## Courses

### ARTS100 VISUAL STUDIES: 2D DESIGN AND COLOR/STUDIO, LECTURE, DISCUSSION

Considers visual perception and visual problem-solving/figure-field relationships, two-dimensional pattern and form, and theory and dynamics of color. Each semester, section one (Basic Design) will be a project-based class exploring design elements and principles. Section two (Pathway of the Senses) will emphasize a more intuitive and sensory approach to design basics, exploring sound, poetry, landscape and memory as inspiration. Open to nonmajors. Fulfills the Aesthetic Perspective. Ms. Claff/Offered every year

### ARTS102 VISUAL STUDIES: DRAWING—STRUCTURE AND PROCESS/STUDIO, LECTURE, DISCUSSION

Addresses the mechanics and expressive potential of drawing. Traditional illusionist drawing techniques will be combined with exercises that facilitate personal expression and subjective response. In exploring the relationship among seeing, thinking and making, the beginning student will acquire fundamental skills in image making and insight into the creative process in general. Each faculty member will bring his/her unique perspective and personal studio practices to bear in the teaching of this course. Fulfills the Aesthetic Perspective. Ms. Crocker, Ms. Walker, Mr. Mowbray/Offered every year

### ARTS107 INTRODUCTION TO VIDEO PRODUCTION/STUDIO, LECTURE, DISCUSSION

See Screen Studies 107.

### ARTS120 INTRODUCTION TO PHOTOGRAPHY/STUDIO, LECTURE, DISCUSSION

Introduction to black-and-white photography emphasizing the zone system and including camera operation, developing, printing and finishing techniques. Students must have a variable-setting 35 mm camera with a built-in or hand-held exposure meter and must provide their own film and paper. Open to nonmajors. Mr. DiRado, Mr. Armstrong, Mr. Jalbert/Offered every semester

### ARTS121 INTERMEDIATE PHOTOGRAPHY/STUDIO, LECTURE, DISCUSSION

Continues the refinement of photographic seeing through darkroom techniques, digital imaging and alternative processes. We will consider a broad spectrum of aesthetic, formal and conceptual issues in the field of fine-art photography, while students will be encouraged to develop a personal vision. Some reading and writing required, as is a field trip. Students will meet weekly for critiques and lectures, concluding the semester with a comprehensive portfolio. Open to nonmajors. Prerequisite: ARTS120 or acceptable portfolio with instructor permission. Mr. DiRado, Staff/Offered every year

### ARTS123 DESIGN FOR PERFORMANCE/STUDIO, TUTORIAL

See Theater Arts 123.

### ARTS124 INTRODUCTION TO GRAPHIC DESIGN/STUDIO, LECTURE, DISCUSSION

Introduction to the language, process and potential of graphic design as communication. Exercises and applied problems emphasize the relationship between form and meaning, typography, image making and conceptual development. Fulfills the Aesthetic Perspective. Ms. Buie and Ms. Wilson/Offered every year

### ARTS125 GRAPHIC DESIGN PROJECTS/STUDIO, LECTURE, DISCUSSION

Intermediate-level projects in graphic design, with reference to particular design media such as books, identity, maps, exhibit design, Web sites, etc. Emphasis on exploring conceptual development and the problem-solving process. (Knowledge of Mac-based page-layout pro-



grams is helpful, but not required.) Prerequisite: ARTS124 or permission of the instructor. Ms. Wilson/Offered every year

**ARTS126 THE PHYSICAL THEATER/ENVIRONMENTAL STUDIO/STUDIO, TUTORIAL**

See Theater Arts 126.

**ARTS127 ANALYSIS OF THEATER PRODUCTION/SEMINAR**

See Theater Arts 127.

**ARTS128 DRAWING: SENSE OF PLACE**

Students will engage the environment of Worcester by drawing on site at a variety of locations, from abandoned factories to Victorian parks, a littered railbed to a wooded Quaker cemetery. By actively looking, we will forge a connection to this city, while recognizing other relationships to place—including the archetypal places we carry or inhabit within ourselves. The emphasis will be on learning how to see where we are and to be more fully aware of how this relationship to place defines us. Globalization, Internet intimacy, easy mobility and politics may all influence our understanding and feelings about place, but there is perhaps nothing so immediate and illuminating as the act of simply perceiving and translating the world around us. Artists who have referenced or manipulated “place” in their work will also be studied. Fulfills the Aesthetic Perspective. Ms. Crocker/Offered periodically

**ARTS129 DRAWING: THE BODY/STUDIO, LECTURE, DISCUSSION**

Focuses on the human form through various drawing methods, with analysis of the structure and anatomy of the body, as well as exploration of the expressive potential and symbolic associations of the human figure. Ms. Crocker/Offered every year

**ARTS132 PAINTING I/STUDIO, LECTURE, DISCUSSION**

**Seeing and Believing/Ms. Crocker:** Emphasis on representational painting strategies. Introduces the fundamentals of craft and explores the synthetic possibilities of paint, while discussing the conceptual basis for this medium (Why paint?). Focuses on material—both the materials employed by the painter, and the materials the painter simulates. Painting as a vehicle for thinking and communication will be stressed.

**Self-Made Worlds/Ms. Walker:** Emphasis on constructing alternative realities. The painted image has been with us since the first hand-print appeared on a cave wall. It remains an intimate and powerful index of an individual's quest for self-expression, and acts as a mirror of culture's changing image of itself. The basic toolbox of painting techniques will be explored along with an introduction to painters and painting concerns from the past through to the contemporary moment. The emphasis of this course will shift depending on the professor. ARTS102 Visual Studies: Drawing or its equivalent is highly recommended. Fulfills the Aesthetic Perspective. Offered every year

**ARTS133 PAINTING II/STUDIO, LECTURE, DISCUSSION**

**Beyond the Surface/Ms. Crocker:** Emphasis on representational painting, but we will also strive to see beyond the appearance of things. This course will continue an exploration of painting techniques including more experimental media and approaches to the depiction of form and space on a two-dimensional surface. The game of illusion in trompe l'oeil will challenge the student as will the metaphysics of apprehending the physical world. Can the invisible be made visible?

**States of Being/Ms. Walker:** After a basic introduction to painting, one can experience more elaborate and personal directions within the medium. Ms. Walker will look at alternative notions of space and states of being such as micro/macro, dream and psychological states, as

well as cyberspace. Painting II again taught from varying perspectives based on the studio work of each professor. ARTS102 and 132 recommended. Offered every year.

**ARTS136 INTRODUCTION TO SCULPTURE/STUDIO, LECTURE, DISCUSSION**

The basic premise of this sculpture course is to acquaint the student with the formal aspects of aesthetic objects. The semester will begin in low relief and work progressively towards fully realized three-dimensional objects. Along the way we will build fundamental skills, working with hand tools, some power tools and building a vocabulary to establish a solid foundation in the conceptual process of making sculpture. Open to nonmajors. Fulfills the Aesthetic Perspective. Mr. Murdoch/Offered every year

**ARTS137 SCULPTURE PROJECTS/STUDIO, LECTURE, DISCUSSION**

Intermediate course focused on contemporary issues of sculpture and objects in a spatial environment. As the semester progresses we will move from solid form to space and environment. This class will look closely at some of the most current artists and their projects. We will examine the world around us and discover how objects and people interact and the meaning described by this interaction. Open to nonmajors. ARTS136 recommended. Mr. Murdoch/Offered every year

**ARTS158 PRINTMAKING I/STUDIO, LECTURE, DISCUSSION**

Introduces the techniques and aesthetic of intaglio printing—primarily hard and soft ground etching methods, embossment and aquatint—on metal plates. The course may include methods of engraving, dry-point and collagraph. Open to nonmajors. Fulfills the Aesthetic Perspective. Ms. Hilton/Offered every year

**ARTS161 PRINTMAKING II/STUDIO, LECTURE, DISCUSSION**

Introduces the techniques and aesthetic of monotype printing. Open to all students. Ms. Hilton/Offered every year

**ARTS162 EXPLORING THE NATURAL WORLD: SEEDING ARTISTIC PROCESS WITH DRAWING, MONOTYPE AND MIXED MEDIA**

This class explores the natural world as visual model and studies organic process as a metaphor for artistic process. With close observation of Nature's forms and structures, students sharpen their eyes and experiment with different field-drawing techniques. Numerous drawing expeditions produce a collection of images to use as seeds for finished drawings and prints. Students are encouraged to experiment with a variety of materials and create an individual final project in one or more of the media covered. Prerequisite: one of the following—ARTS100, 102, 128, 129 or instructor permission. Ms. Claff/Offered every year

**ARTS171 STORYTELLING THROUGH VIDEO: DOCUMENTARY AND DRAMATIC PRODUCTION/STUDIO, LECTURE, DISCUSSION**

See Screen Studies 171.

**ARTS174 COLLAGE AND MIXED MEDIA: FROM HIGH TO LOW/STUDIO, LECTURE, DISCUSSION**

This course offers an exploration of the ways materials and ideas can be transformed using approaches in both high and low technologies. By looking closely at how artists of the 20th century, and especially of the last few years, have made dynamic artwork from tools, methods and materials as diverse as trash, the computer, stencils, projection, layering processes, make-up and food, students will become familiar with current movements, directions and attitudes in art. This course will build on already existing studio-art skills and propel one to think and create more expansively using a larger toolbox. Ms. Walker/Offered periodically



**ARTS182 TECHNICAL THEATER/STUDIO, LECTURE**

See Theater Arts 120.

**ARTS185 THEATRICAL DESIGN PROJECTS/STUDIO, TUTORIAL**

See Theater Arts 125.

**ARTS200 PHOTOGRAPHY PROJECTS/STUDIO, LECTURE, DISCUSSION**

Continues the study of the techniques and aesthetics of black-and-white photography. Students have the opportunity to pursue individual photographic projects in the size and format of their choice. Open to nonmajors. Prerequisite: ARTS120 and/or 121. Mr. DiRado, Staff/Offered every year

**ARTS204 SACRED SPACE/LECTURE, DISCUSSION, PROJECTS**

Explores traditional and contemporary experiences of the sacred in spatial terms—through study of spatial and natural archetypes (i.e., mandala, threshold, cave, mountain); geometric harmonies in nature, art and architecture; sacred and secular architectural forms (temple, stupa, shrine, indigenous village architecture); geomancy or the relationship between built and natural environments; and ancient and contemporary expressions of the natural world as Gaia, manitou or sacred geography. Ms. Buie/Offered every year

**ARTS205 EROS AND THANATOS/SEMINAR, DISCUSSION, PROJECTS**

An interdisciplinary seminar exploring the nature of the life-energy we call eros and its relationship to thanatos, or death, with an emphasis on deepening our understanding of our relationship to the natural world. Ms. Buie and Mr. Wright/Offered in alternate years

**ARTS208 TYPOGRAPHY**

Study of the informational and expressive dimensions of typographical language. The history and technology of type is considered, with an opportunity to handset metal type, as well as do extensive work on the computer. Applications to a variety of problems, including letterhead, poster and publication design. Prerequisites ARTS124 and/or 125, or permission of instructor. Ms. Buie/Offered every year

**ARTS209 INTRODUCTION TO INTERACTIVE DESIGN**

Explores the basic principles of interactive design and development for the computer screen and the Web in general, through lectures, critiques, workshops and assignments. Ms. Froehlich/Offered every year

**ARTS214 SOCIAL AND CULTURAL ISSUE DOCUMENTARY**

See Screen Studies 214.

**ARTS225 ADVANCED THEATRICAL DESIGN PROJECTS**

See Theater Arts 225.

**ARTS226 ADVANCED PRODUCTION PROJECTS**

See Theater Arts 226.

**ARTS234 STUDIO TOPICS/CAPSTONE, CRITIQUE, DISCUSSION, PROJECTS**

Students will create significant individual works within a peer group framed by contemporary topics that vary each fall. This interdisciplinary course is structured as a seminar and requires extensive student participation in discussions, as well as independent creative work in a chosen medium. Topics will revolve around both timeless and highly contemporary issues confronting the artist in the making of his/her work. Will involve readings and some writing. Each student will have 24-hour access to a studio in the senior studio complex. This course fulfills the requirement for a capstone experience in studio art, and is the required preliminary course for Senior Honors Thesis in the spring semester. Majors only. Ms. Buie, Ms. Crocker, Ms. Walker/Offered every year

**ARTS250 PHOTOGRAPHY STUDIO**

Advanced, professionally oriented, individual photographic study. May be taken for credit more than once.

**Introduction to Digital Photography/Mr. Armstrong:** With the rapidly advancing digital processes replacing the medium of color photography, the fall session of this course will concentrate on digital capture and through-put to fine art pigment-based ink prints in a studio environment. Basics of shooting digitally and working with the image through Adobe Photoshop will be covered extensively, as well as the integration of other studio disciplines into this process.

**Digital Imaging/Mr. Jalbert:** The structure of this course will be designed around working artistically within a computer-assisted studio environment. This implies those skills necessary to complete the digital cycle of input, editing, and output and includes learning how to use various scanners, Adobe Photoshop, and printers to accomplish a variety of aesthetic looks. The integration of other studios into this process will be stressed via a series of workshops in the photography darkroom, the printmaking studio, etc. These workshops are intended to create an open forum in which the student can feel free to incorporate various creative skills into the digital-imaging process. This course is also intended as a venue for discussing the history, current practices, and social values of digital creativity in its various forms. These discussions will revolve around course readings designed to articulate concepts relative to computer-based artistic practices. Prerequisite: appropriate intermediate and advanced photography courses and instructor permission. Staff/Offered every year

**ARTS254 GRAPHIC DESIGN STUDIO**

Advanced applied problems involving the role of designers in professional practice, working with clients and organizations. Consideration of the role of and opportunities for design in meeting communication needs. Prerequisites: ARTS 124, ARTS 125, and ARTS 208, or permission of the instructor. Ms. Buie/Offered every year

**ARTS258 PRINTMAKING WORKSHOP: ARTIST BOOKS/STUDIO, DISCUSSION**

Students will refine technical ability in printmaking, sharpen critical-thinking abilities and develop a personal iconography. Independent work and thematic progression is encouraged. May be taken for credit more than once. Prerequisite: appropriate beginning/intermediate courses or instructor permission. Ms. Hilton/Offered every year

**ARTS266 SCULPTURE STUDIO**

Catering to the particular needs of the individual student, this course is structured to mentor, as well as focus on a course of study. Assignments are student directed, through class critique and one-on-one dialogue, students will present projects and gain feedback from the group. This course is designed to help the student find his or her personal voice working in sculptural form. May be taken for credit more than once. Prerequisite: appropriate sculpture experience and instructor permission. Mr. Murdoch/Offered periodically

**ARTS270 PRINTMAKING STUDIO**

Professionally oriented, individual study in printmaking. May be taken for credit more than once. Prerequisite: ARTS158 or ARTS161 or ARTS258 or instructor permission. Ms. Hilton/Offered every year

**ARTS280 SENIOR STUDIO**

Advanced, independent work under faculty supervision, in one of the studio media. May be taken for credit more than once. Prerequisite: appropriate advanced courses and faculty sponsorship. Staff/Offered every year

#### **ARTS289 SENIOR THESIS**

Honors program for studio art majors in any concentration. Working independently, but in close consultation with the instructor and interaction with the class peer group, the student will prepare a cohesive and mature body of work to be presented in a group exhibition in the University Gallery and to a faculty committee with oral and written support. This work should demonstrate original thinking and a high level of technical mastery. Prerequisite: ARTS234 or instructor permission. Ms. Crocker, Ms. Walker/Offered every year

#### **ARTS297 HONORS**

#### **ARTS298 INTERNSHIP**

#### **ARTS299 DIRECTED STUDY**

### **THEATER ARTS**

#### **Program Faculty**

Gino DiIorio, M.F.A., *Director*  
Raymond Munro, M.A.H.

#### **Adjunct Faculty**

Paul Burke, Ph.D.  
Michael Spingler, Ph.D.  
Virginia Mason Vaughan, Ph.D.

#### **Part-Time Faculty**

Angela Brazil, M.F.A.  
Yvonne Conybeare, M.F.A.  
Diane Hovenesian, B.A., C.A.T.  
Catherine C. Quick Spingler, M.A.  
Christine Weinrobe, B.F.A.

#### **Program Overview**

At the core of the theater program is the strong belief that a liberal-arts education is inherently inseparable to the artist's process. This relationship provides a cornerstone for the practice and study of theater, as theater by its very nature is a multidisciplinary art form. The theater program is designed to attain a balance between a strong liberal-arts education and intensive study in the student's chosen area of focus.

The program places a strong emphasis on performance as a teaching tool for students at many different levels of work. Each semester, the program presents professionally directed productions of classic and contemporary theater. There are also opportunities to act and direct in student-sponsored classes, workshops and productions. Theater productions are open to all Clark students. The program is designed to meet the needs of the major who may eventually wish to pursue a professional career in theater, as well as the nonmajor, who may simply want to gain a greater understanding of the play or the performance process.

The Center for Contemporary Performance is a scholarly community of directors, composers, playwrights, choreographers, film/video makers and critics devoted to the creation, development and publication of contemporary works of art. The center is designed to enhance the academic work of the University by organizing and focusing advanced learning through seminars and directed study in music, theater, film, design, literature and aesthetics. The center enables students and faculty to work with visiting artists and outside performance groups, thereby enriching their educational experience and the creative process. Advanced students are encouraged to develop creative and theoretical projects to take advantage of the critical evaluation

and supervision available through the Center for Contemporary Performance.

The theater-arts major is designed to offer an interdisciplinary framework that serves as foundation for the student to enter their primary area of expertise. Once the basic course requirements have been fulfilled, there is a great deal of flexibility in developing a program well suited to the individual needs and interests of the student. The faculty takes a proactive role in the design of this program, preparing the student to enter their chosen field or next level of study.

#### **Major Requirements**

The major consists of 15 courses: five core courses, five specialty courses (focusing on the student's area of expertise and interest), and five related courses (chosen to complement the student's professional program). The five core courses are required of all majors. Majors may specialize in acting, directing, technical theater, theatrical dramatic criticism and playwriting, as well student-initiated areas of study and focus. Students may also major in theater with an emphasis on literature and dramatic criticism. Related courses are to be chosen in consultation with an adviser and are to be weighted heavily toward a sound liberal-arts education.

#### **Required of all majors:**

##### **1. Core Courses**

TA112 The Creative Actor  
TA120 Basic Technical Theater  
TA153 Modern Drama  
TA144 Drama of the Western Tradition  
TA212 Actor as Thinker

##### **2. Specialty Courses**

Five theater-arts courses specializing in a single area (eg, acting, directing, technical theater, dramatic criticism, theatrical design, playwriting). At least two of these courses must be at the 200 level.

##### **3. Related Courses**

A set of five courses outside theater arts but related to the student's area of specialization, (e.g. performance projects, internships, directed readings, or courses in English, literature, music, history, philosophy) and selected in consultation with the student's adviser.

#### **The Capstone Requirement**

The capstone experience for both majors and minors will usually be participation in or working on productions, often in the form of a special project, directed reading, directed research, field project or internship. Such projects might include directing a play, researching a role, building a show, stage managing, or writing a play, and might involve working in/on visual and performing arts productions, student productions, and production off campus. In some cases, the capstone experience might be a critical or research paper or thesis.

#### **Honors Program**

Students with distinguished academic records who wish to take honors in theater arts should consult the program director early in their junior year to identify a project of interest and choose an honors adviser. The student is expected to use the honors program to develop an independent work, which displays their skills and capabilities in their chosen field. This can take the form of writing a play, performing a role, etc., with an emphasis on attaining a professional standard of work. The thesis must be performed and/or presented as a senior and will be reviewed by a faculty panel.



## Courses

**TA107 INTRODUCTION TO VIDEO PRODUCTION/STUDIO, LECTURE, DISCUSSION**  
See Screen Studies 107.

**TA108 LITERATURE AND ART OF REVOLT IN MODERN FRANCE/FIRST-YEAR SEMINAR**  
See French 108.

**TA109 CONTEMPORARY WOMEN PLAYWRIGHTS**

This course is designed to introduce the student to the works of major women playwrights of the past 100 years. While there is some focus on the early part of the 20th century, the primary study will be of plays written in the past 30 years. In studying the plays, a number of different points of view and reference will be considered including that of the playwright, actor, director, historian and dramaturge. The student is encouraged to formulate a personal opinion of these plays and dramatists. Mr. DiIorio/Offered biannually

**TA111 VOICE AND DICTION/STUDIO, TUTORIAL**

An intensified phonetic approach to articulation and voice production with some emphasis on speech for the stage and for public occasions. Several laboratory sessions will be provided for individual coaching by the instructor. Staff/Offered every year

**TA112 THE CREATIVE ACTOR/STUDIO**

Through a series of workshops, the student becomes familiar with the basic tools necessary to the art of acting. The approach is based on the techniques of Stanislavski, Viola Spolin, Joseph Chaikin, Robert Cohen and original exercises, including an introduction to basic voice and movement for the actor. Limited to 25 students. Staff/Offered every semester

**TA114 INTRODUCTION TO SHAKESPEARE/LECTURE, DISCUSSION (C-1A)**  
See English 120.

**TA116.1 MOVEMENT FOR THE PERFORMING ARTIST: THE ALEXANDER TECHNIQUE**

The Alexander Technique is a mind/body teaching method that employs experiential learning. The course will focus on moving and thinking freely in the artistic process and everyday life. Students will learn how to recognize and change habits that cause unnecessary worry, tension and fatigue. Performance movement, public speaking and other activities will be used as ways for students to observe themselves in action. By understanding how they respond in activity, students will become adept at making choices, which will encourage their innate ability to work and perform with freedom and ease. Ms. Hovenisian/Offered every year

**TA119 PUBLIC SPEAKING/STUDIO**

Students are required to make as many speeches as time permits, so that they may master the fundamentals of public speaking, including the most common situations: presentation of information and persuasive speaking. Ms. Hovenisian/Offered every year

**TA120 TECHNICAL THEATER/STUDIO, LECTURE**

Introduction to theatrical production. Techniques and organization involved in providing the stage with scenery, lights and properties. Introduces drafting, scaled ground plans, elements of design and styles of production. Makeup, lighting and set construction in applied lab/crew requirements. Ms. Weinrobe/ Offered every semester

**TA123 DESIGN FOR PERFORMANCE/STUDIO, TUTORIAL**

Theory of design/function of visual artist in relationship to production, director or choreographer. Collaboration in and development of performance art. Historical research in styles of ornament and production. Drawing, painting and model building. Lab/crew assignments. Ms. Weinrobe/Offered every other year

**TA125 THEATRICAL DESIGN PROJECTS/STUDIO, TUTORIAL**

Intermediate-level projects in design and presentation techniques for theater productions. Work in areas of scenery, costume or lighting design. Prerequisite: TA120. Ms. Weinrobe/Offered every semester

**TA126 THE PHYSICAL THEATER/ENVIRONMENTAL STUDIO/STUDIO, TUTORIAL**

Study of designed environment and structure as it relates to performance and the physical theater as well as contemporary installation projects. Study of public spaces, theater architecture and site-specific work. Ms. Weinrobe/ Offered periodically

**TA127 ANALYSIS OF THEATER PRODUCTION/ SEMINAR**

Examination of live theater productions through written and verbal criticism. Critical elements of the concept of production explored through assigned readings and the development of a production proposal/concept. Attendance required at scheduled evening and/or weekend performances in the Worcester/Boston area. A lab fee will be collected to pay for tickets and bus rental. Ms. Weinrobe/Offered periodically

**TA143 TERRIBLE BEAUTY: THE ART OF TRAGEDY/LECTURE, DISCUSSION (B-2)**  
See English 143.

**TA144 DRAMA OF THE WESTERN TRADITION/LECTURE, DISCUSSION (B-2; C-1A)**  
See English 144.

**TA150 THE NEW GERMAN CINEMA/LECTURE, DISCUSSION**  
See German 150.

**TA153 MODERN DRAMA/LECTURE, DISCUSSION**

Surveys the major dramatic writers from the 19th-century to the present. In studying the plays, a number of different points of view and reference will be considered including that of the playwright, actor, director, historian and the dramaturge. The student will be encouraged to arrive at a personal evaluation of the plays. Mr. DiIorio/Offered every year

**TA159 FRENCH CULTURE SEEN THROUGH FILM: JEAN RENOIR/LECTURE DISCUSSION**  
See French 160.

**TA169 THEATER WORKSHOP IN FRENCH/LECTURE, DISCUSSION**  
See French 165.

**TA170 THE COMIC SPIRIT IN FRENCH THEATER/LECTURE, DISCUSSION**  
See French 170.

**TA171 STORYTELLING THROUGH VIDEO: DOCUMENTARY AND DRAMATIC PRODUCTION/STUDIO, LECTURE, DISCUSSION**  
See Screen Studies 171.

**TA204 SOCIAL AND CULTURAL ISSUE DOCUMENTARY**

See Screen Studies 214.

**TA205 THE PLAY AND ITS STAGES/SEMINAR, WORKSHOP**

See Comparative Literature 205.

**TA206 LANGUAGES OF THEATER/SEMINAR, DISCUSSION**

See Comparative Literature 206.

**TA209 WRITING OUT LOUD/WORKSHOP**

See English 209.

**TA212 ACTOR AS THINKER/STUDIO, LECTURE, DISCUSSION**

A conceptual approach to acting theory and its application. Student develops a greater understanding of script analysis, characterization, style and the relationship of the actor to the audience. A basic course for all students who intend to continue in acting and directing, and a prerequisite for TA213 Studio and TA219 Directing Seminar. Prerequisite: TA112. Limited to 15 students. Mr. Munro/Offered every year

**TA213 STUDIO**

A scene-study course applying the methods, theories and approaches discussed in Actor as Thinker to working on stage, film and video. Students are required to present several scenes of different periods and styles for discussion, critical written review and further development by classmates and director. Content varies each time the course is taught. May be repeated for credit. Lab and crew hours are required. Prerequisite: TA212. Mr. Munro, Mr. DiIorio/Offered every year

**TA214 SHAKESPEARE IN ACTION/STUDIO**

This acting course concentrates on the major works (Hamlet, Macbeth, Twelfth Night, Romeo and Juliet, etc.), giving the actor an introduction to Shakespeare. The actor is encouraged to maintain the same approach and techniques used in other scene work, while adding the challenge of verse and heightened language. The focus of the class is to take a Shakespearean play and create the illusion of the first-time performance. Mr. DiIorio/Offered periodically

**TA219 DIRECTING SEMINAR**

Introduces the principles of directing for the stage through theory, practical application and discussion. Students study problems of interpretation and concept; the role of the director as creative and interpretive artist; and relationship to designer, stage manager and actors. Additional lab time is required. Prerequisites: TA213 and instructor permission. Mr. Munro/ Offered every year

**TA225 ADVANCED THEATRICAL DESIGN PROJECTS**

Advanced-level projects in design. May be repeated for credit. Prerequisite: instructor permission. Ms. Weinrobe

**TA226 ADVANCED PRODUCTION PROJECTS**

Introduces the business and practical execution of theater productions. Students learn techniques in organizing and managing different areas and departments. Requirements include participating in a supervisory position on a department show. Positions in outside theaters accepted for credit. Ms. Weinrobe

**TA230 PLAYWRITING**

Students learn basic techniques of stagecraft including dialogue and character development, as well as dramatic structure and the technical elements of a play. Students will write every week and complete assignments to be read in class. Mr. DiIorio/Offered every year

**TA235 ADVANCED PLAYWRITING WORKSHOP**

This workshop is designed to facilitate the work of advanced playwrights and actors. Writers will develop scenes every week to be performed by the actors in the workshop. There will be an open discussion of the strengths and weaknesses of the piece from the perspectives of both performer and writer. The goal is to strengthen this relationship through constant work and critique. Every month, students will give a public performance of some of the scenes written for class. Open to writers and performers. Course may be repeated for credit. Mr. DiIorio/Offered periodically

**TA253 ADVANCED STUDIES IN SHAKESPEARE/SEMINAR (C-1B)**

See English 253.

**TA256 SHAKESPEARE FROM PAGE TO STAGE/LECTURE, WORKSHOP (C-1B)**

See English 256.

**TA297 HONORS**

Staff

**TA298 INTERNSHIP**

Staff

**TA299 DIRECTED STUDY**

Staff



# Concentrations



## ASIAN STUDIES

### Program Faculty

Yuko Aoyama, Ph.D.  
Gauvin Bailey, Ph.D.  
William Fisher, Ph.D.  
SunHee Kim Gertz, Ph.D.  
Betsy P. Huang, Ph.D.  
Thomas Massey, Ph.D.  
Paul Ropp, Ph.D.  
Srinivasan Sitaraman, Ph.D.

### Adjunct Faculty

Alice Valentine, M.A.

### Program Overview

Asian Studies is an interdisciplinary concentration that can be taken as a complement to any major. The concentration requires six Asian-studies courses. Of these six courses, three may be selected from language courses; the other three must be selected from nonlanguage courses. The concentration further requires that two of the nonlanguage courses must be 200-level courses and one must include a significant research component. Students concentrating in Asian studies are encouraged, though not required, to take at least one year of Chinese or Japanese language and to study one year abroad in Asia.

Through Clark's Study Abroad Office, students may apply to enroll at Kansai Gaidai University near Osaka, Japan, or at the CET program in Beijing, for language and other courses on Japan or China. Students may spend one year or one semester at Kansai Gaidai, which requires at least one year of Japanese language prior to study in Japan. The CET program in Beijing is available for one semester each year in the spring term. Enrollment in the CET program requires at least three semesters of Chinese language study prior to enrollment in China. Clark offers Chinese and Japanese language courses at the beginning and intermediate levels as well as advanced Japanese. Through the Colleges of Worcester Consortium, students may also take advanced Chinese and other Asia-related courses at the College of the Holy Cross.

Students who concentrate in Asian studies are also encouraged to take courses from the following list of related courses:

GEOG127 Political Economy of Third World Underdevelopment  
GEOG184 Landscapes of the Middle East  
GOVT117 Revolution and Political Violence  
ID125 Development Problems  
HIST291 Seminar in Advanced Topics in International Relations  
(depending on the topic).

Although these courses do not carry Asian-studies credit, they deal with Asia and therefore supplement the list of regular Asian-studies courses that follows.

## Courses

### ARTH160 THE ARTS OF ASIA/LECTURE, DISCUSSION

See Art History 160.

### ARTH232 CONVERGING CULTURES IN THE AGE OF DISCOVERY/SEMINAR

See Art History 232.

### AS033 CONFUCIANISM, DAOISM, BUDDHISM: THE CULTURAL HERITAGE OF CHINA/FIRST-YEAR SEMINAR

See History 033.

### AS080 INTRODUCTION TO MODERN ASIA/LECTURE, DISCUSSION

See History 080.

### AS084 JAPANESE CIVILIZATION/LECTURE, DISCUSSION

See History 084.

### AS101/102 ELEMENTARY JAPANESE/LECTURE, DISCUSSION

See Japanese 101.

### AS103/104 INTERMEDIATE JAPANESE/LECTURE, DISCUSSION

See Japanese 103.

### AS107 MIRACLES OF ASIA: ECONOMIC GROWTH IN GLOBAL CONTEXTS/LECTURE, DISCUSSION

See Geography 107.

### AS180 JAPANESE CULTURE AND LITERATURE IN TRANSLATION/LECTURE, DISCUSSION

See Japanese 180.

### AS181 CHINESE CIVILIZATION/LECTURE, DISCUSSION

See History 181.

### AS182 MODERN CHINA/LECTURE, DISCUSSION

See History 182.

### AS184 MODERN JAPAN/LECTURE, DISCUSSION

See History 184.

### AS192 POLITICAL ECONOMY OF ASIA

See Government and International Relations 192.

### AS233 CONFUCIANISM, DAOISM, BUDDHISM: INTELLECTUAL HISTORY OF CHINA/LECTURE, DISCUSSION

See History 233.

### AS254 STILL SPACES—EAST MEETS WEST: CONTEMPLATIVE PRACTICE IN THE CLASSROOM/SEMINAR (C-1B)

See English 254.

### AS279 FICTIONS OF ASIAN AMERICA/SEMINAR (C-3)

See English 279.

### AS281 CHINA RISING: THE PEOPLE'S REPUBLIC OF CHINA SINCE 1949/LECTURE, DISCUSSION

See History 281.

### AS282 CHINESE WOMEN IN LITERATURE AND SOCIETY/LECTURE, DISCUSSION

See History 282.

### AS288 SEMINAR IN CHINESE HISTORY/SEMINAR

See History 288.

### CHIN101 ELEMENTARY CHINESE/ LECTURE, DISCUSSION

See Chinese 101.

### CHIN101 CHINESE 101-102 BEGINNING CHINESE/LECTURE, DISCUSSION

See Chinese 101.

**ECON177 JAPANESE AND CHINESE ECONOMIES/LECTURE, DISCUSSION**

See Economics 177.

**HIST286 THE VIETNAM WAR/LECTURE, DISCUSSION**

See History 286.

**HIST333 ADVANCED TOPICS IN U.S. WOMEN'S HISTORY/SEMINAR, DISCUSSION, READINGS**

See History 333.

**JAPN190 JAPANESE WOMEN WRITERS**

See Japanese 190.

**BIOINFORMATICS****Program Faculty**

Laura Bernhofen, Ph.D.

Arthur Chou, Ph.D.

Li Han, Ph.D.

David S. Hibbett, Ph.D.

Donald Nelson, Ph.D.

David Thurlow, Ph.D.

**Program Overview**

Bioinformatics has developed at the juncture of the mathematical sciences and the life sciences; its development is analogous to that of molecular biology as a discipline in its own right. According to the National Institutes of Health (NIH), bioinformatics is "research, development or application of computational tools and approaches for expanding the use of biological, medical, behavioral or health data, including those to acquire, store, organize, archive, analyze or visualize such data." Indeed, there is a consensus among observers that biology, regardless of the subspecialty, is being overwhelmed with a large amount of very complex data; what sets biology apart from other data-rich fields is the complexity rather than the sheer volume of the data produced. It is clear that collaboration between computer scientists, mathematicians, biologists and biochemists will be necessary to design information platforms that support the analysis of biological data. The application of mathematical and computational tools to all areas of biology is producing many exciting results, providing insights into biological problems too complex for traditional analysis.

The concentration in bioinformatics at Clark is offered by the departments of Mathematics and Computer Science in collaboration with the departments of Biology and Chemistry. It introduces students to some of the present paradigms and tools in this rapidly evolving discipline and combines knowledge of biology and chemistry with principles from mathematics and computer science that can be used to design tools to solve problems in the life sciences. It is especially well suited for undergraduates who are interested in the life sciences and enjoy quantitative thinking. Students who graduate with a concentration in bioinformatics will be in a strong position to go into industry or continue their education in graduate school either in their major or in a graduate program in bioinformatics.

**Requirements****Categories A, B or C**

The concentration requires three core courses, plus three electives at least one of which must be at the 200 level. None of the electives may be counted towards the student's major. The electives may be chosen from a wide variety of mathematics, computer science, biology and

biochemistry courses in consultation with an adviser. In particular the concentration is designed to be rigorous but flexible.

**Course Requirements**

1. CSCI101 Computer Programming I
2. CSCI102 Computer Programming II
3. BINF101
4. Three electives, at least one of these must be at the 200 level:
  - Two of the electives should not be directly related to the student's major; more precisely, two of the three must be selected from two of the categories A, B, C, or D, as listed below.
  - The third elective can come from any category
  - None of the three BINF electives may be counted towards the student's major

**Possible Bioinformatics Electives**

There are many options in pursuing a Bioinformatics Concentration. Below is a listing of all possible electives a student may take.

**Category A**

BIOL105 Evolution  
 BIOL109 Microbiology  
 BIOL118 Genetics  
 BIOL137 Cell Biology  
 BIOL217 Ecology of Infectious Diseases  
 BIOL218 Genetics and Disease  
 BIOL221 Developmental Biology  
 BIOL228 Molecular Genetics  
 BIOL231 Recombinant DNA  
 BIOL234 Signal Transduction  
 BIOL250 Immunology  
 BIOL254 Molecular Evolution and Systematics  
 BIOL280 Biostatistics and Computer Applications

**Category B**

CHEM144 Bioanalytical Chemistry  
 CHEM222 Statistical Thermodynamics  
 CHEM279 Computer Biochemistry  
 BCMB264 Biophysical Chemistry  
 CHEM266 Biomolecular NMR  
 BCMB271 Biochemistry 1  
 CHEM273 Principles of Molecular Modeling  
 BCMB228 Molecular Genetics

**Category C**

CSCI140 Computer Organization  
 CSCI160 Data Structures  
 CSCI180 Automata Theory  
 CSCI210 Artificial Intelligence  
 CSCI212 Scientific Computing  
 CSCI215 Operating Systems  
 CSCI220 Database Systems  
 CSCI230 Compiler Design  
 CSCI240 Computer Architecture  
 CSCI250 Software Design  
 CSCI270 Theory of Computation  
 CSCI280 Computer Networks  
 CSCI290 Computer Graphics



### **Category D**

MATH131 Multivariate Calculus  
MATH172 Introduction to Analysis  
MATH212 Numerical Analysis  
MATH214 Modern Analysis  
MATH216 Complex Variables  
MATH217 Probability  
MATH218 Statistics  
MATH225 Modern Algebra  
MATH228 Topology  
MATH244 Differential Equations

Two electives must come from two of the following categories:

Major ..... Categories  
Biology..... Categories B, C or D  
Chemistry..... Categories A, C or D  
Biochemistry and Molecular Biology ..... Categories C or D  
Mathematics ..... Categories A, B or C  
Computer Science. .... Categories A, B or C

### **Courses**

#### **BCMB144 BIOANALYTICAL CHEMISTRY/LECTURE, LABORATORY**

See Biochemistry and Molecular Biology 144.

#### **BCMB264 BIOPHYSICAL CHEMISTRY/LECTURE, LABORATORY**

See Biochemistry and Molecular Biology 264.

#### **BCMB271 BIOCHEMISTRY I/LECTURE, LABORATORY**

See Biochemistry and Molecular Biology 271.

#### **BINF101 INTRODUCTION TO BIOINFORMATICS/LECTURE, LABORATORY**

An introduction to the features of biological data, how those data are organized, and how existing data resources can be utilized efficiently by computer programs to solve a variety of biological problems. Covers database searching, sequence analysis of DNA and protein sequences, phylogenetic analysis, visualization and prediction of protein structures. The computer language Python will be used to facilitate the analysis. Three-hour lectures and one 75-minute lab weekly. Prerequisites: BIOL101 (or AP Biology) and CSCI101 (or AP Computer Programming), or instructors' permission. Mr. Chou and Mr. Hibbett/Offered every year

#### **BIOL105 EVOLUTION/LECTURE, LABORATORY, DISCUSSION**

See Biology 105.

#### **BIOL109 MICROBIOLOGY/LECTURE, LABORATORY**

See Biology 109.

#### **BIOL118 GENETICS/LECTURE, LABORATORY**

See Biology 118.

#### **BIOL137 CELL BIOLOGY/LECTURE, LABORATORY**

See Biology 137.

#### **BIOL217 ECOLOGY OF INFECTIOUS DISEASE/SEMINAR**

See Biology 217.

#### **BIOL218 GENETICS AND DISEASE/LECTURE, DISCUSSION**

See Biology 218.

#### **BIOL221 DEVELOPMENTAL BIOLOGY/ LECTURE, LABORATORY**

See Biology 221.

#### **BIOL231 RECOMBINANT DNA/LECTURE, LABORATORY**

See Biology 231.

#### **BIOL234 SIGNAL TRANSDUCTION/LECTURE**

See Biology 234.

#### **BIOL250 IMMUNOLOGY/LECTURE, DISCUSSION**

See Biology 250.

#### **BIOL254 MOLECULAR SYSTEMATICS AND EVOLUTION/LECTURE, LABORATORY**

See Biology 254.

#### **CHEM222 STATISTICAL THERMODYNAMICS/LECTURE**

See Chemistry 222.

#### **CHEM266 BIOMOLECULAR NMR/LECTURE**

See Chemistry 266.

#### **CHEM273 PRINCIPLES OF MOLECULAR MODELING**

See Chemistry 273.

#### **CHEM279 COMPUTER BIOCHEMISTRY**

See Chemistry 279.

#### **CSCI101 COMPUTER PROGRAMMING I/LECTURE, LABORATORY**

See Computer Science 101.

#### **CSCI102 COMPUTER PROGRAMMING II/LECTURE, LABORATORY**

See Computer Science 102.

#### **CSCI140 ASSEMBLY LANGUAGE AND COMPUTER ORGANIZATION/ LECTURE, LABORATORY**

See Computer Science 140.

#### **CSCI160 DATA STRUCTURES AND ALGORITHMS/LECTURE, DISCUSSION, LABORATORY**

See Computer Science 160.

#### **CSCI180 AUTOMATA THEORY/LECTURE, DISCUSSION**

See Computer Science 180.

#### **CSCI210 ARTIFICIAL INTELLIGENCE/ LECTURE, LABORATORY**

See Computer Science 210.

#### **CSCI215 OPERATING SYSTEMS/ LECTURE, LABORATORY**

See Computer Science 215.

#### **CSCI220 DATABASE MANAGEMENT AND SYSTEMS DESIGN/LECTURE**

See Computer Science 220.

#### **CSCI230 COMPILER DESIGN/LECTURE, LABORATORY**

See Computer Science 230.

#### **CSCI240 COMPUTER ARCHITECTURE/LECTURE**

See Computer Science 240.

#### **CSCI250 SOFTWARE ENGINEERING/SEMINAR**

See Computer Science 250.

#### **CSCI260 COMPUTER GRAPHICS**

See Computer Science 260.

#### **CSCI270 THEORY OF COMPUTATION/LECTURE**

See Computer Science 270.

#### **CSCI280 COMPUTER NETWORKS/LECTURE, LABORATORY**

See Computer Science 280.

#### **MATH131 MULTIVARIATE CALCULUS/LECTURE**

See Mathematics 131.

#### **MATH172 INTRODUCTION TO MODERN ANALYSIS/ LECTURE**

See Mathematics 172.

#### **MATH212 NUMERICAL ANALYSIS/LECTURE, LABORATORY**

See Mathematics 212.

#### **MATH214 MODERN ANALYSIS/LECTURE**

See Mathematics 214.

**MATH216 FUNCTIONS OF A COMPLEX VARIABLE/ LECTURE**

See Mathematics 216.

**MATH217 PROBABILITY AND STATISTICS/LECTURE**

See Mathematics 217.

**MATH218 TOPICS IN STATISTICS/LECTURE**

See Mathematics 218.

**MATH225 MODERN ALGEBRA I/LECTURE**

See Mathematics 225.

**MATH228 TOPOLOGY/LECTURE**

See Mathematics 228.

**MATH244 DIFFERENTIAL EQUATIONS/LECTURE**

See Mathematics 244.

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**COMPUTATIONAL SCIENCE**
**Program Faculty**

Jerry Breecher, Ph.D.

Daeg Brenner, Ph.D.

Arthur Chou, Ph.D.

Harvey Gould, Ph.D.

Frederic Green, Ph.D.

Li Han, Ph.D.

David S. Hibbett, Ph.D.

Shuanghong Huo, Ph.D.

Todd Livdahl, Ph.D.

Donald Nelson, Ph.D.

Natalia Sternberg, Ph.D.

**Program Overview**

The enormous progress in computational technology has generated a new methodology for learning and advancing the traditional sciences such as physics, chemistry and biology. Computational science combines the application of numerical methods, models and algorithms in the context of solving problems that are intractable by traditional methods. It is distinct from computer science, which is the study of computers and computation and it is different from theory and experiment, the traditional forms of science, in that it seeks to gain understanding principally by the analysis of mathematical models.

The goal of the computational science concentration is to provide an opportunity for students to learn about the interplay between science and computation. The concentration is especially suitable for undergraduate students majoring in the sciences, mathematics or computer science, but students in other majors will be considered on an individualized basis. Students completing the computational science concentration would be able to enter graduate programs in their majors or newly created interdisciplinary graduate programs in computational science, and would be well prepared to go into industry.

**Requirements**

Because of the sequential nature of many of the requirements and the relatively large number of major requirements for students in the concentration, students are encouraged to plan early and carefully. A student's choice of advanced courses must be approved by the concentration faculty. The requirements vary depending on the student's major and interests, but all students are required to complete the following (or equivalent):

**Introductory Courses**

- CSCI101 Computer Programming I (or the equivalent)
- Two semesters of calculus (MATH120, 121 or MATH124, 125)
- Two semesters of physics or chemistry (PHYS110, 111 or PHYS120, 121 or CHEM101, 102)
- PHYS127 Computer Simulation Laboratory

**Advanced courses**

Four additional courses are required from the following list of recommended courses with the approval of the program faculty:

CSCI102 Computer Programming II  
 CSCI160 Data Structures and Algorithms  
 CSCI210 Artificial Intelligence  
 BIOL101,102 Intro Biology  
 BIOL254 Molecular Evolution and Systematics  
 BIOL280 Biostatistics and Computer Applications  
 CHEM102 Introductory Chemistry II  
 CHEM242 Nuclear Chemistry  
 CHEM264 Biophysical Chemistry  
 CHEM270 Quantum Chemistry  
 CHEM275 Protein Chemistry  
 MATH114 Discrete Mathematics  
 MATH212 Numerical Analysis  
 MATH217 Probability and Statistics

**Courses****BIOL101 INTRODUCTION TO BIOLOGY I/LECTURE, LABORATORY**

See Biology 101.

**BIOL254 MOLECULAR SYSTEMATICS AND EVOLUTION/LECTURE, LABORATORY**

See Biology 254.

**CHEM101 INTRODUCTORY CHEMISTRY I/LECTURE, LABORATORY**

See Chemistry 101.

**CHEM102.1 INTRODUCTORY CHEMISTRY II/ LECTURE, LABORATORY**

See Chemistry 102.1.

**CHEM242 NUCLEAR SCIENCE/LECTURE**

See Chemistry 242.

**CHEM270 QUANTUM CHEMISTRY/LECTURE**

See Chemistry 270.

**CSCI101 COMPUTER PROGRAMMING I/LECTURE, LABORATORY**

See Computer Science 101.

**CSCI102 COMPUTER PROGRAMMING II/LECTURE, LABORATORY**

See Computer Science 102.

**CSCI160 DATA STRUCTURES AND ALGORITHMS/LECTURE, DISCUSSION, LABORATORY**

See Computer Science 160.

**CSCI210 ARTIFICIAL INTELLIGENCE/ LECTURE, LABORATORY**

See Computer Science 210.

**MATH114 DISCRETE MATHEMATICS/LECTURE**

See Mathematics 114.

**MATH120 CALCULUS I/LECTURE**

See Mathematics 120.

**MATH121 CALCULUS II/LECTURE**

See Mathematics 121.

**MATH124 HONORS CALCULUS I/LECTURE**

See Mathematics 124.



**MATH125 HONORS CALCULUS II/LECTURE**

See Mathematics 125.

**MATH212 NUMERICAL ANALYSIS/LECTURE, LABORATORY**

See Mathematics 212.

**MATH217 PROBABILITY AND STATISTICS/LECTURE**

See Mathematics 217.

**PHYS110 INTRODUCTORY PHYSICS – PART I/LECTURE, DISCUSSION, LABORATORY**

See Physics 110.

**PHYS111 INTRODUCTORY PHYSICS – PART II/LECTURE, DISCUSSION, LABORATORY**

See Physics 111.

**PHYS120 INTRODUCTORY PHYSICS – PART I/LECTURE, DISCUSSION, LABORATORY**

See Physics 120.

**PHYS121 INTRODUCTORY PHYSICS – PART II/LECTURE, DISCUSSION, LABORATORY**

See Physics 121.

**PHYS127 COMPUTER SIMULATION LABORATORY/ DISCUSSION, LABORATORY**

See Physics 127.

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**ETHICS AND PUBLIC POLICY**
**Program Faculty**

Margarete Arndt, D.B.A.

John Blydenburgh, Ph.D.

Robert Bradbury, Ph.D.

Halina Brown, Ph.D.

Brian Cook, Ph.D.

Judith DeCew, Ph.D.

Patrick Derr, Ph.D.

Eric Gordy, Ph.D.

Susan Hanson, Ph.D.

Douglas Johnson, Ph.D.

Roger Kasperson, Ph.D.

Deborah Merrill, Ph.D.

Mark Miller, Ph.D.

Attiat Ott, Ph.D.

Edward J. Ottensmeyer, Ph.D.

Gary Overvold, Ph.D.

Michael Pakaluk, Ph.D.

Robert Ross, Ph.D.

Walter Wright, Ph.D.

**Program Overview**

The interdisciplinary ethics and public policy concentration can be taken in conjunction with any major at Clark. This concentration is particularly recommended for students who intend to pursue professional or career interests in policy-related fields such as law, government, public administration or health care.

**Requirements**

The requirements for a concentration in ethics and public policy are designed to familiarize the student with the basic concepts and methods of both ethical analysis and policy analysis; to introduce the theoretical and methodological problems of both ethical analysis and policy analysis; and to ensure that the student engages in sustained analysis of particular ethical and public-policy issues at both an introductory and an advanced level.

At a minimum, the concentration in ethics and public policy requires six courses, distributed in the following manner:

**1. Two required courses in ethics**

At least one introductory course focused on the basic concepts and methods of ethical analysis. For example:

PHIL105 Personal Values

PHIL132 Social and Political Ethics

At least one advanced course focused on theoretical and methodological problems of ethical analysis. For example:

GOVT286 Advanced Topics in Contemporary Political Feminist Theories

PHIL220 History of Ethics

PHIL221 Social and Political Philosophy

PHIL228 Contemporary Moral Theory

**2. Two required courses in public-policy analysis**

At least one introductory course focused on the basic concepts and methods of policy analysis. For example:

ECON126 Public Policy Toward Business

EN175 Science, Decision Making and Uncertainty

GOVT070 Introduction to Comparative Politics

GOVT107 Research Methods

GOVT154 The Politics of Public Policy

GOVT155 Roots of Political Thought

At least one advanced course focused on theoretical and methodological problems of policy analysis. For example:

ECON215 Government Finance: Budget Policy in a Comparative Setting

EN212 Environmental Policy and Management

EN226 Environmental Hazards

EN250 Technology Assessment

EN261 Decision Analysis for Environmental Management

EN265 Tools for Quantitative Policy Analysis

GOVT202 Applications of Game Theory

GOVT213 Policy Analysis

GOVT253 Judicial Politics

GOVT255 U.S. Congress

GOVT281 Politics of Public Management

SOC243 Political Sociology

SOC246 Social Planning and Social Policy

**3. Two required courses on applications and problems.**

At least one introductory course focused on particular ethical and public-policy issues. For example:

EDUC155 Education and Social Policy

EN182 People, Politics and Pollution

GEOG105 The Keeping of Animals: Patterns of Use and Abuse

GOVT147 Normative World Orders

GOVT157 The Politics of Environmental Issues

ID108 World Population

ID125 Development Problems

PHIL130 Medical Ethics

PHIL131 Environmental Ethics

PHIL133 Business Ethics

SOC150 Class, Status and Power

SOC180 Aging and Society

At least one advanced course devoted to the intensive analysis of particular ethical and public-policy issues. For example:

ECON216 Tax Systems and Policies  
ECON225 Health Policy  
ECON126 Public Policy Toward Business  
EN210 Environment and Society  
EN226 Environmental Hazards: Theory, Models and Applications  
EN251 Limits of Earth  
EN282 Management of Environmental Pollutants  
GEOG254 Urban Transportation: Problems and Prospects  
GEOG258 Utopian Vision, Urban Reality  
GOVT221 Urban Policy and Internships  
GOVT250 National Security Policy Making in the United States  
ID232 Population, Environment and Development  
MGMT262 Business Ethics  
PHIL270 Philosophy of Law  
PHIL272 Advanced Issues in Medical Ethics  
SOC241 Sociology of Medicine  
SOC265 Social Movements: The Quest for Justice

## Courses

**ECON225 HEALTH POLICY/LECTURE, DISCUSSION**

See Economics 225.

**EDUC155 EDUCATION AND SOCIAL POLICY/LECTURE, DISCUSSION**

See Urban Education and Teacher Research 155.

**EN175 SCIENCE, DECISION MAKING AND UNCERTAINTY/LECTURE, WORKSHOP**

See Environmental Science and Policy 175.

**EN265 RISK ANALYSIS: POLICY AND METHODS/1/2 CREDIT/SEVEN WEEK MODULE**

See Environmental Science and Policy 265.

**EPP070 U.S. NATIONAL SECURITY/LECTURE, DISCUSSION**

See Government and International Relations 250.

**EPP105 PERSONAL VALUES/LECTURE, DISCUSSION**

See Philosophy 105.

**EPP106 KEEPING OF ANIMALS: PATTERNS OF USE AND ABUSE/LECTURE, DISCUSSION**

See Geography 105.

**EPP107 RESEARCH METHODS/LECTURE, DISCUSSION**

See Government and International Relations 107.

**EPP130 MEDICAL ETHICS/LECTURE, DISCUSSION**

See Philosophy 130.

**EPP155 ROOTS OF POLITICAL THOUGHT/LECTURE, DISCUSSION**

See Government and International Relations 155.

**EPP157 THE POLITICS OF U.S. ENVIRONMENTAL ISSUES/LECTURE, DISCUSSION**

See Government and International Relations 157.

**EPP173 INTRODUCTION TO LATIN-AMERICAN POLITICS/LECTURE, DISCUSSION**

See Government and International Relations 173.

**EPP180 AGING AND SOCIETY/LECTURE, DISCUSSION**

See Sociology 180.

**EPP200 CLASS, STATUS AND POWER/VARIABLE FORMAT**

See Sociology 200.

**EPP221 SOCIAL AND POLITICAL PHILOSOPHY/ LECTURE, DISCUSSION**

See Philosophy 221.

**EPP226 SOCIAL THEORIES OF ENVIRONMENTAL RISKS AND HAZARDS/SEMINAR, LECTURE, DISCUSSION**

See Geography 226.

**EPP232 POPULATION, ENVIRONMENT AND DEVELOPMENT/VARIABLE FORMAT**

See Sociology 232.

**EPP241 SOCIOLOGY OF MEDICINE/LECTURE, DISCUSSION**

See Sociology 241.

**EPP242 HUMAN RIGHTS AND TRANSITIONAL JUSTICE/LECTURE, DISCUSSION**

See Sociology 242.

**EPP243 POLITICAL SOCIOLOGY/VARIABLE FORMAT**

See Sociology 243.

**EPP257 LANGUAGE AT ISSUE/SEMINAR**

See English 257.

**EPP258 UTOPIAN VISIONS, URBAN REALITIES: PLANNING CITIES FOR THE 21ST CENTURY/ LECTURE, DISCUSSION**

See Geography 258.

**EPP262 BUSINESS ETHICS AND LAW**

See Management 262.

**EPP265 SOCIAL MOVEMENTS: QUEST FOR JUSTICE/ VARIABLE FORMAT**

See Sociology 265.

**EPP270 PHILOSOPHY OF LAW/SEMINAR**

See Philosophy 270.

**GEOG254 URBAN TRANSPORTATION: PROBLEMS AND PROSPECTS/LECTURE, DISCUSSION**

See Geography 254.

**GOVT070 INTRODUCTION TO COMPARATIVE POLITICS/ LECTURE, DISCUSSION**

See Government and International Relations 070.

**GOVT147 WORLD ORDER AND GLOBALIZATION/ DISCUSSION**

See Government and International Relations 147.

**GOVT154 THE POLITICS OF PUBLIC POLICY IN THE UNITED STATES/LECTURE, DISCUSSION**

See Government and International Relations 154.

**GOVT213 POLICY ANALYSIS/LECTURE, DISCUSSION**

See Government and International Relations 213.

**GOVT221 URBAN POLICY/SEMINAR AND INTERNSHIP**

See Government and International Relations 221.

**GOVT253 U.S. JUDICIAL POLITICS/LECTURE, DISCUSSION**

See Government and International Relations 253.

**GOVT255 THE POLITICS OF U.S. CONGRESS/LECTURE, DISCUSSION**

See Government and International Relations 255.

**GOVT281 THE POLITICS OF POLICY IMPLEMENTATION/ SEMINAR**

See Government and International Relations 281.

**GOVT286 ADVANCED TOPICS IN COMPARATIVE POLITICS/SEMINAR**

See Government and International Relations 286.

**ID125 TALES FROM THE FAR SIDE: DEVELOPMENT AND UNDERDEVELOPMENT/LECTURE, DISCUSSION**

See International Development and Social Change 125.

**IDCE352 TECHNOLOGY AND ENVIRONMENTAL ASSESSMENT SEMINAR**

See Community Planning and Development 352.

**PHIL131 ENVIRONMENTAL ETHICS/LECTURE, DISCUSSION**

See Philosophy 131.



**PHIL132 SOCIAL AND POLITICAL ETHICS/LECTURE, DISCUSSION**

See Philosophy 132.

**PHIL133 BUSINESS ETHICS/LECTURE, DISCUSSION**

See Philosophy 133.

**PHIL220 THEORIES OF ETHICS/LECTURE, DISCUSSION**

See Philosophy 220.

**PHIL228 CONTEMPORARY MORAL THEORY/LECTURE, DISCUSSION**

See Philosophy 228.

**PHIL272 ADVANCED ISSUES IN MEDICAL ETHICS/ SEMINAR**

See Philosophy 272.

**SOC285 SOCIAL POLICY, IMMIGRATION AND POVERTY/SEMINAR**

See Sociology 285.

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**HOLOCAUST AND GENOCIDE STUDIES**
**Program Faculty**

Paul Burke, Ph.D.

Debórah Dwork, Ph.D.

Jody Emel, Ph.D.

Everett Fox, Ph.D.

Eric Gordy, Ph.D.

Thomas Kuehne, Ph.D.

Simon Payaslian, Ph.D.

Walter Schatzberg, Ph.D.

Srinivasan Sitaraman, Ph.D.

Valerie Sperling, Ph.D.

Shelly Tenenbaum, Ph.D. - *Director*

Jaan Valsiner, Ph.D.

Kristen Williams, Ph.D.

**Program Overview**

The Holocaust and acts of genocide are studied to enhance our understanding of the society from which we came, the society in which we live, and the society to which we currently are giving shape. By studying the Holocaust and genocide, we learn about ethnicity, geography and genocide; about collusion and resistance; about the hot violence of mass murder and the cold violence of the modern, bureaucratic machinery of death; and about suffering and adaptation to suffering. We learn how societies disintegrated, step by step, and how ordinary men, women, and children both participated in and were affected by this disintegration. We learn, in short, a tremendous amount about what we need to know now to help us make the world a better place, wherever we might be.

The undergraduate concentration in Holocaust and Genocide Studies provides students with solid grounding in the history of the Holocaust and other genocides. Students also take a series of courses in a variety of disciplines to ensure a critical, analytical and sophisticated understanding of the various facets of these atrocities. The undergraduate program of study emphasizes history while encompassing sociology, government, literature, film and psychology.

**Requirements**

The Holocaust and Genocide Studies concentration may be pursued in conjunction with any major. Students are required to take seven courses that include:

- HIST175 The History of the Holocaust: Part 1
- or HIST284 The Holocaust and Its Aftermath
- GOVT214 Mass Murder and Genocide Under Communism
- SOC130 Genocide
- Two courses from section A, one of which must be in Jewish Studies
- One course from section B
- A capstone course

The two courses from section A and the one course from section B must be in at least two different disciplines. At least two of the total seven courses must be at the 200 level. The program faculty members will serve as advisers to students, providing guidance in selecting courses and developing a capstone experience.

**Section A**

Two out of this list are required, one of which must be in Jewish studies:

CLAS262 Jews and Christians in the Ancient World

GERM188 The Culture of the Weimar Republic in Literature,  
Film and the Arts

HIST105 Poland and Its People

HIST115 Authority and Democracy: The History of Modern  
Central Europe

HIST135 History of Armenia

HIST142 Central Europe in the Long 19th Century

HIST153 Europe in the Age of Extremes

HIST176 The Holocaust in Historical Perspective

HIST234 Racial Thought and Body Politics in Modern Europe

HIST253 20th-Century Europe

HIST259 Modern Germany

JS130 Suffering and Evil in Jewish Tradition

JS174 The Jewish Experience

JS276 Modern Jewish History and Thought

**Section B**

One of the following courses is required:

GEOG090/197 Native Americans and Natural Resources

GOVT146 U.N. and International Law

GOVT240 Human Rights and International Politics

GOVT287 Genocide Since 1945: Explanations and Preventions

GOVT289 Advanced Topics in International Politics:

International Law and Human Rights

HIST230 The Armenian Genocide

HIST236 Gender, War and Holocaust Germany

HIST260 Rescue and Resistance

HIST261 Jewish Children in Nazi Europe

HIST263 Nazi Terror in Germany and Europe

HIST266 Refugees

HIST268 Holocaust Issues and Controversies

HIST273 Life Under Occupation

HIST274 The Fate of the Shtetl During the Holocaust  
 SOC242 Human Rights and Transitional Justice  
 PSYC276 Advanced Cultural Psychology: Cultural Psychology of  
 Genocide and Its Prevention

### Capstone Courses

The capstone requirement may be fulfilled through a directed-research project or seminar. Examples of seminars that fulfill the capstone requirement are:

GOVT287 Genocide Since 1945: Explanations and Preventions  
 GOVT289 Advanced Topics in International Politics:  
 International Law and Human Rights  
 HIST234 Racial Thought and Body Politics in Modern Europe  
 HIST236 Gender, War and Holocaust  
 HIST260 Rescue and Resistance  
 HIST261 Jewish Children in Nazi Europe  
 HIST266 Refugees  
 HIST268 Holocaust Issues and Controversies  
 HIST273 Life Under Occupation  
 HIST274 The Fate of the Shtetl During the Holocaust  
 PSYCH276 Advanced Cultural Psychology: Cultural Psychology of  
 Genocide and Its Prevention

### Courses

**GERM188 THE CULTURE OF THE WEIMAR REPUBLIC IN LITERATURE, FILM AND THE ARTS/LECTURE, DISCUSSION**

See German 188.

**HGS090 NATIVE AMERICANS AND NATURAL RESOURCES**

See Geography 197.

**HGS115 AUTHORITY AND DEMOCRACY: THE HISTORY OF MODERN CENTRAL EUROPE/LECTURE, DISCUSSION**

See History 115.

**HGS130 GENOCIDE/LECTURE, DISCUSSION**

See Sociology 130.

**HGS131 SUFFERING AND EVIL IN JEWISH TRADITION/LECTURE, DISCUSSION**

See Jewish Studies 130.

**HGS135 HISTORY OF ARMENIA/LECTURE, DISCUSSION**

See History 135.

**HGS142 CENTRAL EUROPE IN THE LONG 19TH CENTURY (1756-1914) LECTURE/DISCUSSION**

See History 142.

**HGS146 THE UNITED NATIONS AND INTERNATIONAL LAW**

See Government and International Relations 146.

**HGS153 EUROPE IN THE AGE OF EXTREMES: THE 20TH CENTURY**

See History 153.

**HGS175 THE HISTORY OF THE HOLOCAUST TO 1933/LECTURE, DISCUSSION**

See History 175.

**HGS197 NATIVE AMERICANS AND NATURAL RESOURCES**

See Geography 197.

**HGS214 MASS MURDER AND GENOCIDE UNDER COMMUNISM/LECTURE, DISCUSSION**

See Government and International Relations 214.

**HGS230 ARMENIAN GENOCIDE/SEMINAR**

See History 230.

**HGS234 RACIAL THOUGHT AND BODY POLITICS IN MODERN EUROPE (1500-2000)/SEMINAR**

See History 234.

**HGS236 GENDER, WAR AND HOLOCAUST GERMANY, 1914-1960/SEMINAR**

See History 236.

**HGS240 HUMAN RIGHTS AND INTERNATIONAL POLITICS/LECTURE, DISCUSSION**

See Government and International Relations 240.

**HGS242 HUMAN RIGHTS AND TRANSITIONAL JUSTICE/LECTURE, DISCUSSION**

See Sociology 242.

**HGS253 20TH-CENTURY EUROPE/LECTURE, DISCUSSION**

See History 253.

**HGS259 MODERN GERMANY/LECTURE, DISCUSSION**

See History 259.

**HGS260 RESCUE AND RESISTANCE DURING THE HOLOCAUST/SEMINAR**

See History 260.

**HGS261 JEWISH CHILDREN IN NAZI-OCCUPIED EUROPE/SEMINAR**

See History 261.

**HGS262 JEWS AND CHRISTIANS IN THE ANCIENT WORLD**

See Classics 262.

**HGS265 LIFE AND DEATH IN THE CITY: OCCUPIED EUROPE, 1939-1945/SEMINAR**

See History 265.

**HGS266 REFUGEES/SEMINAR**

See History 266.

**HGS268 THE HOLOCAUST: ISSUES AND CONTROVERSIES/SEMINAR**

See History 268.

**HGS276 ADVANCED TOPICS IN CULTURAL PSYCHOLOGY/CAPSTONE SEMINAR**

See Psychology 276.

**HGS287 GENOCIDE SINCE 1945: EXPLANATIONS AND PREVENTIONS/SEMINAR**

See History 287.

**HGS289 ADVANCED TOPICS IN INTERNATIONAL RELATIONS/SEMINAR**

See Government and International Relations 289.

**HIST174 THE JEWISH EXPERIENCE/LECTURE, DISCUSSION**

See History 174.

**HIST273 LIFE UNDER OCCUPATION/SEMINAR**

See History 273.

**HIST276 MODERN JEWISH HISTORY AND THOUGHT/LECTURE, DISCUSSION**

See History 276.

**HIST284 THE HOLOCAUST AND ITS AFTERMATH, 1933-1996/LECTURE, DISCUSSION**

See History 284.



## JEWISH STUDIES

### Program Faculty

Debórah Dwork, Ph.D.

Everett Fox, Ph.D.

Shelly Tenenbaum, Ph.D.

### Program Overview

Jewish studies at Clark is designed to introduce the student to the major historical and religious trends in Jewish civilization since its inception in antiquity. The courses reflect the broad range of developments both encountered and fostered by the Jewish people including their contact with other world civilizations, classical literature, social and religious institutions, as well as their interaction with the modern world. In these courses, Jews and Judaism are studied both in their own internal context and as paradigms for wider trends in history and religion.

### Requirements

All students must take JS174 The Jewish Experience, a survey of Jewish history and thought. In addition to JS174, students must take six courses of which at least two must be in the Classical area and at least two in the Modern area. One of the six courses must be an integrating capstone project (internship, independent study, or advanced seminar with the approval of the program director). Two courses in Hebrew language may also count toward concentration.

#### CLASSICAL

CLAS262 Jews and Christians in the Ancient World

CLAS267 The Religious Experience in the Ancient World

JS117 Introduction to the Hebrew Bible I: Narrative and Law

JS118 Introduction to the Hebrew Bible II: Prophecy and Poetry

JS121 Laws and Legends, Maxims and Mystical Tales

JS123 The Midrashic Tradition

JS130 Suffering and Evil in Jewish Tradition

JS150 Jerusalem in History and Imagination

#### MODERN

GOVT245 Americans, Israelis and Arabs

HIST175 The History of the Holocaust to 1933

HIST276 Modern Jewish History and Thought

JS210 Arab-Israeli Conflict

JS277 The History of Zionism and Israel

SOC203 American Jewish Life

SOC258 Women in Jewish Culture (also Classical)

### Courses

**CLAS267 RELIGIOUS EXPERIENCE IN THE ANCIENT WORLD/LECTURE, DISCUSSION**

See Classics 267.

**GOVT245 AMERICANS, ISRAELIS AND ARABS/LECTURE, DISCUSSION**

See Government and International Relations 245.

**HEBR101 ELEMENTARY HEBREW I/ LECTURE, DISCUSSION**

See Hebrew 101.

**HEBR102 ELEMENTARY HEBREW II/LECTURE**

See Hebrew 102.

**HEBR103 INTERMEDIATE HEBREW/LECTURE, DISCUSSION**

See Hebrew 103.

**HEBR104 INTERMEDIATE-ADVANCED HEBREW/LECTURE, DISCUSSION**

See Hebrew 104.

**HEBR105 ADVANCED HEBREW/LECTURE, DISCUSSION**

See Hebrew 105.

**HEBR106 SPECIAL TOPICS IN HEBREW/DISCUSSION**

See Hebrew 106.

**HEBR297 SEC. 6 SPECIAL TOPICS IN HEBREW/DISCUSSION**

See Hebrew 297 Sec. 6.

**HGS212 EASTERN EUROPEAN JEWISH HISTORY AND CULTURE BETWEEN THE TWO WORLD WARS**

See Holocaust and Genocide Studies 212.

**HIST152 JEWS IN EARLY MODERN EUROPE AND COLONIAL AMERICA/LECTURE, DISCUSSION**

See History 152.

**HIST175 THE HISTORY OF THE HOLOCAUST TO 1933/LECTURE, DISCUSSION**

See History 175.

**HIST276 MODERN JEWISH HISTORY AND THOUGHT/LECTURE, DISCUSSION**

See History 276.

**JS117 INTRODUCTION TO THE HEBREW BIBLE I: NARRATIVE AND LAW/LECTURE, DISCUSSION**

A close reading (in English) of the first half of the Hebrew Bible, Genesis through Kings II. Issues to be considered include the rise of Israel against the background of the Ancient Near East, myth and history in the ancient world, biblical storytelling as an artistic and ideological form, and the world view behind biblical laws and rituals. Also discussed is the process by which the Bible took shape, in relation to ancient Israel's self-understanding. The tools of recent research in comparative religion, anthropology, archaeology and literature are utilized. Emphasizes the contribution of this literature to Western thought. Mr. Fox/Offered every year

**JS118 INTRODUCTION TO THE HEBREW BIBLE II: PROPHECY AND POETRY/LECTURE, DISCUSSION**

A close reading (in English) of the poetic portions of the Hebrew Bible, from Isaiah through the Writings. The prophetic revolution in Israel is evaluated: its roots, as well as its impact on its own society and later social and cultural criticism in the West. The artistry of biblical poetry is analyzed, along with the thematics of piety, despair, resignation and eroticism that are found in such books as the Psalms and the Song of Songs. Finally, books of a more philosophical bent (Ecclesiastes, Job), which question the earlier assumptions of biblical faith, are read. As in JS117, emphasis is placed in the influence of the Bible on later thinking in the West. Mr. Fox/Offered every year

**JS121 LAWS AND LEGENDS, MAXIMS AND MYSTICAL TALES**

Introduces (in English) major texts of post-Biblical Judaism. Beginning with the Roman period, the texts cover such diverse areas as folklore, ethics, legal rules and mysticism. The sources involve ancient answers to questions of everyday living, physical and spiritual survival, and celebration; we also trace the reformulation of such questions down to the eve of the modern period. Stresses how the texts work, centering on the role of commentary as a classic form of Jewish discourse and on an active style of group learning. Mr. Fox/Offered every other year

**JS123 THE MIDRASHIC TRADITION/LECTURE, DISCUSSION**

An English-language study of Midrashic literature, the primary Jewish literary expression after the Bible. Written down mainly during the Roman period, the texts comprise independent legends about supernatural beings; writings about biblical characters (filling in gaps in the biblical stories); traditions about the lives of the ancient rabbis; and wide-ranging statements about worldly wisdom, ethical values and political reality. Sources are read with an eye toward what they reveal about ancient Jewish society and in the light of recent work in folklore studies. A final unit considers later forms of Midrash, such as Hasidic and contemporary variations. Mr. Fox/Offered every other year

**JS130 SUFFERING AND EVIL IN JEWISH TRADITION/LECTURE, DISCUSSION**

A central problem in Western religious thought is theodicy: how to explain the existence of suffering and evil in a world ruled by a supposedly benevolent God. Examines a variety of Jewish sources on the problem, which propose a wide variety of answers. Central are the biblical book of Job and its interpretations through the centuries; at the other end of history, responses to the Holocaust are considered. Mr. Fox/Offered every other year

**JS150 JERUSALEM IN HISTORY AND IMAGINATION/LECTURE, DISCUSSION**

Surveys fortunes and forms of Jerusalem from Bronze Age to present day. Examines the political and religious visions for the city (pagan, Jewish, Christian, Muslim) and the secular and religious aspirations of these groups as they have become inextricably entangled with the history of the city. Mr. Burke and Mr. Fox/Offered periodically

**JS174 THE JEWISH EXPERIENCE/LECTURE, DISCUSSION**

Surveys history of the Jewish community and the development of Judaism from the era of Alexander the Great (c. 325 B.C.E.) to the present. Examines the major political, religious, social and economic trends of each period as they affected the Jewish community and the development of Judaism. Emphasizes elements of change and continuity, as well as interaction of the Jewish community with the larger culture and community. Fulfills the Historical Perspective. Mr. Fox/Offered every year

**JS203 AMERICAN JEWISH LIFE/VARIABLE FORMAT**

See Sociology 203.

**JS210 ARAB-ISRAELI CONFLICT****JS258 WOMEN IN JEWISH CULTURE/LECTURE, DISCUSSION**

See Sociology 258.

**JS262 JEWS AND CHRISTIANS IN THE ANCIENT WORLD**

See Classics 262.

**JS277 THE HISTORY OF ZIONISM IN ISRAEL/SEMINAR**

Examines the rise and development of the Zionist idea, Zionist parties, and politics and diplomacy in relation to Jewish history and international affairs from 1880 until 1948. The second part of the course analyzes Israel's domestic and foreign policies from 1948 to the present. Special attention is given to social and political trends in Israeli society. Staff/Offered periodically

**LAW AND SOCIETY****Program Faculty**

Judith DeCew, Ph.D.

Patricia Ewick, Ph.D.

Mark Miller, Ph.D.

**Program Overview**

The interdisciplinary law and society concentration explores questions about the impact and effects of law, legal institutions and legal actors on society from a variety of perspectives. It also explores the identification and analysis of legal arguments in a variety of contexts. Some of the courses also help the students develop their oral advocacy skills. The concentration can be taken in conjunction with any major at Clark. Generally, 200-level courses are not appropriate for first-year students.

**Requirements**

1. Students must take a minimum of six courses to fulfill the concentration.
2. The six courses must come from at least three different departments.
3. At least two of the courses must be at the 200 level.
4. One of the six courses must be a gateway course, which should be taken as early as possible in the student's academic program:

GOVT050 Introduction to American Government

5. One of the six courses must be a capstone experience (a seminar, an internship or a directed-research project):
  - PHIL270 Seminar: Philosophy of Law
  - PGOVT291 Seminar: Lawyers and American Politics
  - PGOVT293 Seminar: Constitutional Democracy
  - PLegal Internships in a variety of academic departments
  - Directed research or special projects in a variety of academic departments
6. No more than two of the courses can also be counted for the student's major or minor requirements, or for another concentration.

**Courses****ECON126 PUBLIC POLICY TOWARD BUSINESS/LECTURE, DISCUSSION**

See Economics 126.

**ECON157 THE ECONOMICS OF NATURAL RESOURCES AND THE ENVIRONMENT/LECTURE**

See Economics 157.

**ECON222 LABOR/LECTURE, DISCUSSION**

See Economics 222.

**ECON257 ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS**

See Economics 257.

**GOVT257 COMPARATIVE COURTS AND LAW/LECTURE, DISCUSSION**

See Government and International Relations 257.

**GOVT274 THE SUPREME COURT IN AMERICAN SOCIETY/LECTURE, DISCUSSION**

See Government and International Relations 274.

**HIST070 OUR EUROPEAN ROOTS: WESTERN CIVILIZATION FROM ANCIENT HEBREWS THROUGH THE RENAISSANCE AND REFORMATION/LECTURE, DISCUSSION**

See History 070.



**HIST201 ERA OF THE AMERICAN REVOLUTION/ LECTURE, DISCUSSION**

See History 201.

**HIST202 THE EARLY AMERICAN REPUBLIC/LECTURE, DISCUSSION**

See History 202.

**HIST214 THE AMERICAN CIVIL WAR/LECTURE, DISCUSSION**

See History 214.

**HIST217 RECONSTRUCTION: AMERICA AFTER THE CIVIL WAR, 1865-1877/SEMINAR**

See History 217.

**HIST223 THE CIVIL RIGHTS MOVEMENT/LECTURE, DISCUSSION**

See History 223.

**LAS038 TRIAL ADVOCACY**

This course teaches the fundamentals of the trial of a case in a court of law. The students are expected to prepare and deliver oral presentations, simulated openings, closings and witness examinations during the semester. The culmination of the course is a series of trials in which the students are the attorneys and witnesses.

**LAS039 ADVANCED TRIAL ADVOCACY**

See Law and Society 039.

**LAS050 INTRODUCTION TO AMERICAN GOVERNMENT/LECTURE, DISCUSSION**

See Government and International Relations 050.

**LAS146 THE UNITED NATIONS AND INTERNATIONAL LAW**

See Government and International Relations 146.

**LAS196 STRATEGIC SPEAKING**

See English 196.

**LAS221 SOCIAL AND POLITICAL PHILOSOPHY/ LECTURE, DISCUSSION**

See Philosophy 221.

**LAS242 HUMAN RIGHTS AND TRANSITIONAL JUSTICE/LECTURE, DISCUSSION**

See Sociology 242.

**LAS253 U.S. JUDICIAL POLITICS/LECTURE, DISCUSSION**

See Government and International Relations 253.

**LAS257 LANGUAGE AT ISSUE/SEMINAR**

See English 257.

**LAS261 BUSINESS ETHICS AND LAW**

See Management 262.

**LAS262 LAW AND SOCIETY/LECTURE, DISCUSSION**

See Sociology 262.

**LAS263 DEVIANCE/VARIABLE FORMAT**

See Sociology 263.

**LAS270 PHILOSOPHY OF LAW/SEMINAR**

See Philosophy 270.

**LAS272 U.S. CONSTITUTIONAL LAW: CIVIL LIBERTIES/LECTURE, DISCUSSION**

See Government and International Relations 272.

**LAS273 U.S. CONSTITUTIONAL LAW: GOVERNMENTAL POWERS/LECTURE, DISCUSSION**

See Government and International Relations 273.

**LAS276 ENVIRONMENTAL LAW/LECTURE, DISCUSSION**

See Government and International Relations 276.

**LAS291 LAWYERS AND POLITICS/SEMINAR**

See Government and International Relations 291.

**LAS293 CONSTITUTIONAL DEMOCRACY/SEMINAR**

See Government and International Relations 293.

**MGMT178 BUSINESS LAW/LECTURE, DISCUSSION**

See Management 178.

**PHIL107 LOGIC AND LEGAL ANALYSIS/LECTURE, DISCUSSION**

See Philosophy 107.

**PHIL132 SOCIAL AND POLITICAL ETHICS/LECTURE, DISCUSSION**

See Philosophy 132.

**PEACE STUDIES****Program Faculty**

Joseph de Rivera, Ph.D., *Director*

Patrick Derr, Ph.D.

Debórah Dwork, Ph.D.

William Fisher, Ph.D.

Eric Gordy, Ph.D.

Janette T. Greenwood, Ph.D.

Laura Hammond, Ph.D.

George Lane, M.A.

Douglas Little, Ph.D.

Paul W. Posner, Ph.D.

Dianne Rocheleau, Ph.D.

Robert Ross, Ph.D.

Valerie Sperling, Ph.D.

Kristen Williams, Ph.D.

Walter Wright, Ph.D.

**Program Overview**

The Peace Studies program is concerned with analyzing alternative ways that may be used to transform individual behavior, national policy and human institutions in order to promote peace and justice in the world. The program promotes discussion and study on issues of conflict and its management, within the lives of individuals, societies and the world at large. It sponsors research on meditation, mediation, negotiation and ways to reduce violence, build diverse communities and use nonviolent action to defend human rights and promote justice.

Undergraduates may concentrate in peace studies to complement any major. Students may also design a major in peace studies via the University's self-designed major. The concentration draws together the knowledge of several disciplines in the context of the search for peace, while enhancing students' critical-thinking skills and awareness of the connections between local and global issues. Departments and programs represented in peace studies include government, history, international development and social change, philosophy, psychology and sociology.

Course work, research and internships enable students to apply their theoretical understanding of the issues of peace to practical situations. The concentrator needs to have an active understanding of the relationship between the three spheres of peace: personal, societal and global. These are interlocked, each influencing the others in cyclical patterns. Conflicts often involve links between the hearts of individuals, the structures of societies, and global competition and cooperation. Hence, the concentrator should be engaged in understanding how personal development and societal and global structure can transform conflicts. Students who complete a concentration in peace studies are prepared to enter careers and graduate study in such fields as public policy, international development, labor relations, environment and

ecology, and international relations. They are prepared to take an active role in shaping constructive policies in the public sector and civil society.

The Peace Studies Office provides information on internships, jobs and careers; a library; and a computer link to international conferences and bulletin boards.

## **Requirements**

The peace studies concentration requires six courses. Students take PSTD101 An Introduction to Peace Studies and the Psychology of Peace, and at least one course from each of three clusters of courses dealing with issues of negotiation and political influence, nonviolent action, and strength and conflict. Students select a fifth course from any of the three clusters. Finally, the sixth course, which involves at least one of the skills of peacemaking and enables the student to examine personal transformation, is chosen from those listed under the category "Internships, Directed Readings, Research and Capstone Courses." (At least two courses should be at the 200 level; two may be from the student's major.)

The following is a list of Clark's peace-studies offerings. Students may petition the Peace Studies Committee to receive concentration credit for courses other than those listed below, including courses that are available through the Colleges of Worcester Consortium. More information may be obtained from the Peace Studies Office, 201 Jonas Clark, (508) 793-7663.

PSTD101 An Introduction to Peace Studies and the Psychology of Peace

### **Nonviolent Action Courses**

GOVT173 Introduction to Latin-American Politics  
GOVT177 Transitions to Democracy  
GOVT251 Social Movements and Interest Groups  
HIST233 The Civil Rights Movement  
ID131 Local Action, Global Change  
ID253 Social Movements, Globalization and the State  
SOC265 Social Movements: Quest for Justice

### **Negotiation and Political Influence Courses**

ID266 Principles of Negotiation and Mediation: An Overview of Conflict Resolution Approaches  
GOVT080 Model United Nations Program  
GOVT154 The Politics of Public Policy in the United States  
GOVT205 Campaigns and Elections  
GOVT211 International Cooperation  
GOVT251 Social Movements and Interest Groups  
GOVT255 The Politics of Congress  
SOC243 Political Sociology

### **Strength and Conflict Courses**

GOVT070 Introduction to Comparative Politics  
GOVT117 Revolution and Political Violence  
GOVT210 Violence: The Case of the Middle East  
GOVT245 Americans, Israelis and Arabs  
GOVT250 U.S. National Security  
GOVT290 Inter-American Relations  
HIST230 Armenian Genocide  
HIST259 Modern Germany  
HIST260 Rescue and Resistance during the Holocaust  
HIST287 Advanced Topics in International Relations  
SOC130 Genocide

## **Internships, Directed Readings, Research and Capstone Courses**

PSYC246 Psychology of Peacemaking  
PSTD290 Special Topics in Peace Studies  
PSTD298 Directed Readings in Peace Studies  
PSTD299 Peace Studies Internship

## **Courses**

### **GOVT154 THE POLITICS OF PUBLIC POLICY IN THE UNITED STATES/LECTURE, DISCUSSION**

See Government and International Relations 154.

### **GOVT177 TRANSITIONS TO DEMOCRACY/LECTURE, DISCUSSION**

See Government and International Relations 177.

### **GOVT205 U.S. CAMPAIGNS AND ELECTIONS/LECTURE, DISCUSSION**

See Government and International Relations 205.

### **GOVT211 INTERNATIONAL COOPERATION**

See Government and International Relations 211.

### **GOVT245 AMERICANS, ISRAELIS AND ARABS/LECTURE, DISCUSSION**

See Government and International Relations 245.

### **GOVT251 U.S. SOCIAL MOVEMENTS AND INTEREST GROUPS/LECTURE, DISCUSSION**

See Government and International Relations 251.

### **GOVT255 THE POLITICS OF U.S. CONGRESS/LECTURE, DISCUSSION**

See Government and International Relations 255.

### **GOVT290 INTER-AMERICAN RELATIONS/SEMINAR**

See Government and International Relations 290.

### **HIST223 THE CIVIL RIGHTS MOVEMENT/LECTURE, DISCUSSION**

See History 223.

### **HIST230 ARMENIAN GENOCIDE/SEMINAR**

See History 230.

### **HIST259 MODERN GERMANY/LECTURE, DISCUSSION**

See History 259.

### **HIST260 RESCUE AND RESISTANCE DURING THE HOLOCAUST/SEMINAR**

See History 260.

### **ID131 LOCAL ACTION, GLOBAL CHANGE/LECTURE, DISCUSSION**

See International Development and Social Change 131.

### **ID253 SOCIAL MOVEMENTS, GLOBALIZATION, AND THE STATE/LECTURE, DISCUSSION**

See International Development and Social Change 253.

### **ID266 PRINCIPLES OF NEGOTIATION AND MEDIATION: AN OVERVIEW OF CONFLICT RESOLUTION APPROACHES**

See International Development and Social Change 266.

### **PSTD070 INTRODUCTION TO COMPARATIVE POLITICS/ LECTURE, DISCUSSION**

See Government and International Relations 070.

### **PSTD080 MODEL UNITED NATIONS PROGRAM**

See Government and International Relations 080.

### **PSTD117 REVOLUTION AND POLITICAL VIOLENCE/ LECTURE, DISCUSSION**

See Government and International Relations 117.

### **PSTD173 INTRODUCTION TO LATIN-AMERICAN POLITICS/LECTURE, DISCUSSION**

See Government and International Relations 173.

### **PSTD250 U.S. NATIONAL SECURITY/LECTURE, DISCUSSION**

See Government and International Relations 250.



**PSTD252 RACE AND AMERICAN SOCIETY/LECTURE, DISCUSSION**

See Sociology 252.

**PSTD265 SOCIAL MOVEMENTS: QUEST FOR JUSTICE/ VARIABLE FORMAT**

See Sociology 265.

**PSTD285 SPECIAL TOPICS IN PEACE STUDIES/SEMINAR**

Staff/Offered periodically

**PSTD298 DIRECTED READINGS IN PEACE STUDIES****PSTD299 PEACE STUDIES INTERNSHIP****PSYC246 PSYCHOLOGY OF PEACEMAKING/FIRST SEMINAR**

See Psychology 246.

**SOC130 GENOCIDE/LECTURE, DISCUSSION**

See Sociology 130.

**SOC243 POLITICAL SOCIOLOGY/VARIABLE FORMAT**

See Sociology 243.

**SOC262 LAW AND SOCIETY/LECTURE, DISCUSSION**

See Sociology 262.

## **RACE AND ETHNIC RELATIONS**

**Program Faculty**

Maria Acosta Cruz, Ph.D.

Parminder Bhachu, Ph.D.

Martyn Bowden, Ph.D.

Paul Burke, Ph.D.

Carol D'Lugo, Ph.D.

Debórah Dwork, Ph.D.

Cynthia Enloe, Ph.D.

William Ferguson, Ph.D.

Everett Fox, Ph.D.

Susan Hanson, Ph.D.

Fern Johnson, Ph.D.

Dorothy Kaufmann, Ph.D.

Constance Montross, Ph.D.

Winston Napier, Ph.D.

Paul W. Posner, Ph.D.

Robert Ross, Ph.D.

**Principal Advisers**

Beverly Grier, Ph.D., *Coordinator*

Janette Greenwood, Ph.D.

Shelly Tenenbaum, Ph.D.

**Program Overview**

Race and Ethnic Relations is an interdisciplinary concentration that enables students to examine relations within and between racial and ethnic groups primarily in the United States. The concentration brings together a wide range of courses in the humanities and social sciences that allow students to compare experiences across racial and ethnic groups. The concentration also allows students to compare the U.S. experience with that of other racially and ethnically diverse countries in Europe, the Middle East, Africa and Asia, past and present.

**Requirements**

Students fulfilling the race and ethnic relations concentration are required to take a minimum of six courses. Five of the six courses must be U.S.-based courses; one must focus on a country or region outside the United States.

1. One course must be HIST016 Race and Ethnicity in American History, a humanities course. This course serves as the introductory course for the concentration.
2. Two additional courses in the humanities (classics, English, foreign languages and literature, history). One of these courses must be a literature course.
3. Three courses in the social sciences (cultural and global processes, geography, government, sociology).
4. A minimum of three courses must be at the 200 level. One course must be an advanced seminar approved by the student's adviser. The advanced seminar serves as the capstone experience.
5. One course whose focus is a country or region other than the United States.

**Introductory Course**

HIST016 Race and Ethnicity in American History

**Humanities Courses**

Choose at least two:

CMLT125 Crossing Boundaries

ENG182 African-American Literature I

ENG183 African-American Literature II

ENG215 Language and Culture in the United States

ENG291 Literature of the Harlem Renaissance

HIST021 Voices from Slavery

HIST113 Urban Landscapes: The City in American History from Colonial to Modern Times

HIST214 The American Civil War

HIST217 Reconstruction: America After the Civil War, 1865-1877/Seminar

HIST222 History of the South

HIST223 The Civil Rights Movement

SPAN117 Field Work in the Hispanic Community

**Social Science Courses**

Choose at least three:

SOC125 Cities and Suburbs

SOC200 Class, Status and Power

SOC203 American Jewish Life

SOC252 Race and American Society

**Courses on Race and Ethnicity Outside the United States**

Choose at least one:

ARTH232 Converging Cultures in the Age of Discovery/Seminar

CLAS262 Jews and Christians in the Ancient World

GOVT178 South Africa: History and Contemporary Politics

GOVT210 Violence: The Case of the Middle East

GOVT228 Comparative Politics of Race, Ethnicity and Gender

GOVT230 Armenian Genocide

HIST173 History of Racial Thought in Modern Europe

HIST284 The Holocaust and its Aftermath

ID120 Introduction to Social Anthropology  
SOC260 Roots and Routes: Immigrants, Diasporas and Travel  
SPAN239 Hispanic-Caribbean Fiction  
SPAN245 Hispanic-American Short Story

**Independent Study Courses**

RER299 Sec. 1 Directed Readings  
RER299 Sec. 5 Special Projects  
RER299 Sec. 9 Internship

**Courses**

**ARTH232 CONVERGING CULTURES IN THE AGE OF DISCOVERY/SEMINAR**  
See Art History 232.

**CLAS262 JEWS AND CHRISTIANS IN THE ANCIENT WORLD**  
See Classics 262.

**CMLT125 CROSSING BOUNDARIES/LECTURE, DISCUSSION**  
See Comparative Literature 125.

**GOVT230 THE ARMENIAN GENOCIDE/LECTURE, DISCUSSION**  
See Government and International Relations 230.

**HIST016 RACE AND ETHNICITY IN AMERICAN HISTORY/LECTURE, DISCUSSION**  
See History 016.

**HIST021 VOICES FROM SLAVERY/FIRST-YEAR SEMINAR**  
See History 021.

**HIST113 URBAN LANDSCAPES: THE CITY IN AMERICAN HISTORY FROM COLONIAL TO MODERN TIMES/LECTURE, DISCUSSION**  
See History 113.

**HIST173 THE HISTORY OF RACIAL THOUGHT IN MODERN EUROPE/LECTURE, DISCUSSION**  
See History 173.

**HIST206 AFRICANS IN THE AMERICAS, 1500-1888/LECTURE, DISCUSSION**  
See History 206.

**HIST214 THE AMERICAN CIVIL WAR/LECTURE, DISCUSSION**  
See History 214.

**HIST217 RECONSTRUCTION: AMERICA AFTER THE CIVIL WAR, 1865-1877/SEMINAR**  
See History 217.

**HIST221 FROM SLAVERY TO FREEDOM/LECTURE, DISCUSSION**  
See History 221.

**HIST222 HISTORY OF THE SOUTH/LECTURE, DISCUSSION**  
See History 222.

**HIST223 THE CIVIL RIGHTS MOVEMENT/LECTURE, DISCUSSION**  
See History 223.

**HIST284 THE HOLOCAUST AND ITS AFTERMATH, 1933-1996/LECTURE, DISCUSSION**  
See History 284.

**ID120 INTRODUCTION TO CULTURAL ANTHROPOLOGY/LECTURE, DISCUSSION**  
See International Development and Social Change 120.

**RER103 AFRICA AND THE WORLD/LECTURE, DISCUSSION**  
See Government and International Relations 103.

**RER117 FIELD WORK IN THE LATINO COMMUNITY**  
See Race and Ethnic Relations 117.

**RER126 CITIES AND SUBURBS/VARIABLE FORMAT**  
See Sociology 125.

**RER178 SOUTH AFRICA: HISTORY AND CONTEMPORARY POLITICS/LECTURE, DISCUSSION**  
See Government and International Relations 178.

**RER182 AFRICAN-AMERICAN LITERATURE I/LECTURE, DISCUSSION (A)**  
See English 182.

**RER183 AFRICAN-AMERICAN LITERATURE II/LECTURE, DISCUSSION (A)**  
See English 183.

**RER200 CLASS, STATUS AND POWER/VARIABLE FORMAT**  
See Sociology 200.

**RER200 SEC. 9 INTERNSHIP**  
Staff/Offered every year

**RER208 HER STORY: HISTORY AND FICTION OF CARIBBEAN WOMEN WRITERS**  
See Comparative Literature 208.

**RER211 POLITICS AND DEVELOPMENT IN SOUTHERN AFRICA/SEMINAR**  
See Government and International Relations 219.

**RER215 LANGUAGE AND CULTURE IN THE UNITED STATES/LECTURE, DISCUSSION**  
See English 215.

**RER252 RACE AND AMERICAN SOCIETY/LECTURE, DISCUSSION**  
See Sociology 252.

**RER257 LANGUAGE AT ISSUE/SEMINAR**  
See English 257.

**RER265 SOCIAL MOVEMENTS: QUEST FOR JUSTICE/ VARIABLE FORMAT**  
See Sociology 265.

**RER270 AFRICAN-AMERICAN SATIRICAL NOVEL/SEMINAR (C-3; D)**  
See English 270.

**RER276 ETHNIC AMERICA: LITERARY AND THEORETICAL PERSPECTIVES/SEMINAR (C-3)**  
See English 276.

**RER277 RACE AND GENDER IN AFRICAN-AMERICAN LITERARY THEORY/DISCUSSION (D)**  
See English 277.

**RER291 LITERATURE OF THE HARLEM RENAISSANCE/SEMINAR (C-3)**  
See English 291.

**RER299 SEC. 1 DIRECTED READINGS**  
Staff/Offered every year

**RER299 SEC. 5 SPECIAL PROJECTS**  
Staff/Offered every year

**SOC010 INTRODUCTION TO SOCIOLOGY/VARIABLE FORMAT**  
See Sociology 010.

**SOC203 AMERICAN JEWISH LIFE/VARIABLE FORMAT**  
See Sociology 203.

**SOC260 ROOTS AND ROUTES: IMMIGRANTS, DIASPORAS AND TRAVEL/LECTURE, DISCUSSION**  
See Sociology 260.

**SOC285 SOCIAL POLICY, IMMIGRATION AND POVERTY/SEMINAR**  
See Sociology 285.



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**URBAN DEVELOPMENT AND SOCIAL CHANGE****Program Faculty**

John Brown, Ph.D.

Thomas Del Prete, Ed.D.

Timothy Downs, D.Env.

Jacqueline Geoghegan, Ph.D.

Janette T. Greenwood, Ph.D.

Susan Hanson, Ph.D.

Sharon Krefetz, Ph.D.

Bruce London, Ph.D.

Deborah Martin, Ph.D.

Sarah Michaels, Ph.D.

Amy Richter, Ph.D.

Heather L. Roberts, Ph.D.

Dianne Rocheleau, Ph.D.

Robert Ross, Ph.D.

Laurie Ross, Ph.D.

**Principal Advisers**Sharon P. Krefetz, Ph.D., *Program Director*

Susan Hanson, Ph.D.

Deborah Martin, Ph.D.

Amy Richter, Ph.D.

Laurie Ross, Ph.D.

Robert J.S. Ross, Ph.D.

**Program Overview**

Urbanization has been one of the most powerful processes defining American life in the 20th century. More than three-quarters of the U.S. population is currently classified as urban, suggesting that in many ways understanding contemporary America requires understanding cities—the broad patterns and notable variations in their growth, decline, and in some cases, revitalization. The urban development and social change concentration provides students majoring in any field with a structured program of study that enables them to understand the historical, social, economic and political factors that have shaped U.S. cities and how cities have, in turn, affected the lives of their inhabitants.

The study of urban development and social change is made all the more significant since more than half of the world's population will soon be living in cities, and urbanization will undoubtedly be one of the key forces shaping life in the 21st century.

Students in the urban development and social change concentration study the key concepts and methodological tools used to explore and analyze urban phenomena, focusing primarily on cities in the United States. Students may also choose to take a course that examines urbanization in other parts of the world. Proceeding from an introductory course through intermediate and advanced courses offered in several different departments, students then apply these concepts and methods in their capstone experience. The capstone can be either a research project or an internship, conducted under the supervision of

one of the concentration's participating faculty or done as part of an urban research or internship seminar.

For a capstone project, students in the concentration are encouraged to take advantage of the unparalleled opportunities for field research and applied learning that are offered by Clark's location in the center of Worcester. Like many medium-sized cities in the Northeast and Midwest, Worcester has experienced significant social, economic and political changes over the past few decades, which make it a superb laboratory for learning. Moreover, Clark's involvement in the University Park Partnership (UPP)—a partnership the University forged with neighborhood groups, businesses, and city and state government agencies—provides unique opportunities for students to contribute to innovative efforts to improve education, housing, and economic and social conditions in our inner-city neighborhood.

This concentration also provides a solid foundation for the Community Development and Planning master's program.

**Requirements**

1. Students must take a minimum of seven courses in the concentration, including the capstone project.
2. The seven courses must come from three or more different departments.
3. One of these courses, which should be taken at the outset, must be an introductory course selected from Group A.
4. One of these courses must be a research methods course, which should be taken as early as possible, selected from Group B.
5. At least three additional courses focusing on U.S. cities must be taken from Group C. At least two of these courses must be at the 200 level.
6. One of the seven courses may be selected from Group D and have a non-U.S., international or comparative focus.
7. One of the seven courses must include a culminating capstone experience, consisting of a research or internship project, done either as part of an urban-research or internship seminar or as a directed project supervised by a core faculty adviser or a participating faculty member in the urban development and social change concentration.
8. No more than two courses in the concentration can also be used to satisfy the requirements of a major, minor or other concentration (excluding courses required for the major).

Students pursuing the concentration will receive advice from one of the core faculty advisers on selecting appropriate courses for the concentration.

**Group A: Introductory Courses**

GEOG020 Introduction to Urban Geography

GOVT171 Urban Politics: People, Power and Conflict in U.S. Cities

HIST113 Urban Landscapes: The City in American History from Colonial to Modern Times

SOC125 Cities and Suburbs

### **Group B: Research Methods Courses**

ECON160 Introduction to Statistical Analysis  
GEOG141 Research Methods in Geography  
GOVT107 Research Methods in Politics  
SOC105 Social Research Process

### **Group C: U.S. Urban Courses**

(\*) indicates that the course may be used to fulfill the capstone requirement

ECON277 Urban Economics  
EDUC112 Transformative Schooling: Documentary Video for Social Change  
EDUC152 Complexities of Urban Schooling  
GEOG244 Gender, Work and Space  
GEOG254 Urban Transportation: Problems and Prospects\*  
GEOG258 Utopian Visions, Urban Realities: Planning Cities for the 21st Century  
GEOG262 Urban Economic Geography  
GEOG280 Urban Ecology: Cities as Ecosystems  
GOVT172 Suburbia: People and Politics  
GOVT221 Urban Policy/Seminar and Internship\*  
GOVT282 Housing Policies and Politics\*  
HIST203 U.S. Urban History: Colonial—Modern Period\*  
HIST213 Gender and the City in the United States\*  
ID296 GIS and Local Planning  
IDCE30211 Field Research in Youth Development and High-School Transformation\*  
IDCE332 Environmental and Social Impacts Assessment\*  
IDCE346 Practicum in Community Development and Planning\*  
PSYC211 Laboratory in Community Psychology\*  
SOC244 The Community  
SOC285 Poverty Seminar  
SOC299 Sec.9 Internships in Sociology\* (depending on specific focus)  
SPAN117 Field Work in the Latino Community

### **Group D: Comparative or International Courses**

ARTH114 Ancient Cities and Sanctuaries  
ARTH216 Architecture and Democracy  
CMLT288 Art of the City: Paris and New York  
SOC290 Cities in Global Perspective\*  
SOC232 Population, Environment and Development

### **Courses**

#### **ARTH114 ANCIENT CITIES AND SANCTUARIES**

See Art History 114.

#### **ARTH216 ARCHITECTURE AND DEMOCRACY/SEMINAR**

See Art History 216.

#### **CMLT288 ART OF THE CITY: PARIS AND NEW YORK/ DISCUSSION**

See Comparative Literature 288.

#### **ECON160 INTRODUCTION TO STATISTICAL ANALYSIS/LECTURE, DISCUSSION**

See Economics 160.

#### **ECON277 URBAN ECONOMICS/LECTURE, DISCUSSION**

See Economics 277.

#### **EDUC112 TRANSFORMATIVE SCHOOLING: DOCUMENTARY VIDEO FOR SOCIAL CHANGE/FIRST-YEAR SEMINAR**

See Urban Education and Teacher Research 112.

#### **EDUC152 COMPLEXITIES OF URBAN SCHOOLING/ LECTURE, DISCUSSION**

See Urban Education and Teacher Research 152.

#### **ENG281 AMERICAN LITERARY RENAISSANCE/SEMINAR (C-2)**

See English 281.

#### **HIST113 URBAN LANDSCAPES: THE CITY IN AMERICAN HISTORY FROM COLONIAL TO MODERN TIMES/LECTURE, DISCUSSION**

See History 113.

#### **HIST203 U.S. URBAN HISTORY: COLONIAL-MODERN PERIOD/SEMINAR**

See History 203.

#### **HIST213 GENDER AND THE CITY IN THE UNITED STATES/SEMINAR**

See History 213.

#### **ID204 INTERNATIONAL AND COMPARATIVE ANALYSIS OF COMMUNITY DEVELOPMENT**

See International Development and Social Change 204.

#### **IDCE30211 FIELD RESEARCH IN YOUTH DEVELOPMENT AND HIGH-SCHOOL TRANSFORMATION/SEMINAR**

See Community Planning and Development 30211.

#### **IDCE30293 YOUTH AND COMMUNITY DEVELOPMENT: THEORY, POLICY AND PRACTICE/SEMINAR**

See Community Planning and Development 30293.

#### **IDCE332 ENVIRONMENTAL AND SOCIAL IMPACTS ASSESSMENT**

See Community Planning and Development 332.

#### **IDCE344 COMMUNITY DEVELOPMENT AND PLANNING THEORY/SEMINAR**

See Community Planning and Development 344.

#### **IDCE346 PRACTICUM IN COMMUNITY DEVELOPMENT AND PLANNING**

See Community Planning and Development 346.

#### **PSYC211 LABORATORY IN COMMUNITY PSYCHOLOGY/ LABORATORY, DISCUSSION**

See Psychology 211.

#### **SOC290 CITIES IN GLOBAL PERSPECTIVE/SEMINAR**

See Sociology 290.

#### **SOC299 SEC. 9 INTERNSHIPS IN SOCIOLOGY**

See Sociology 299 Sec. 9.

#### **UDSC020 INTRODUCTION TO URBAN GEOGRAPHY/ LECTURE, DISCUSSION**

See Geography 020.

#### **UDSC105 SOCIAL RESEARCH PROCESS/LECTURE, DISCUSSION**

See Sociology 105.

#### **UDSC107 RESEARCH METHODS/LECTURE, DISCUSSION**

See Government and International Relations 107.

#### **UDSC117 FIELD WORK IN THE LATINO COMMUNITY**

See Urban Development and Social Change 117.

#### **UDSC125 CITIES AND SUBURBS/VARIABLE FORMAT**

See Sociology 125.

#### **UDSC141 RESEARCH METHODS IN GEOGRAPHY/LECTURE, DISCUSSION**

See Geography 141.

#### **UDSC171 URBAN POLITICS: PEOPLE, POWER AND CONFLICT IN U.S. CITIES/LECTURE, DISCUSSION**

See Government and International Relations 171.



**UDSC172 SUBURBIA: PEOPLE AND POLITICS/LECTURE, DISCUSSION**

See Government and International Relations 172.

**UDSC221 URBAN POLICY/SEMINAR AND INTERNSHIP**

See Government and International Relations 221.

**UDSC223 SUBURBAN POLICY ISSUES/SEMINAR**

See Government and International Relations 223.

**UDSC232 POPULATION, ENVIRONMENT AND DEVELOPMENT/VARIABLE FORMAT**

See Sociology 232.

**UDSC243 THE COMMUNITY/LECTURE, DISCUSSION**

See Sociology 244.

**UDSC244 GENDER, WORK AND SPACE/SEMINAR**

See Geography 244.

**UDSC254 URBAN TRANSPORTATION: PROBLEMS AND PROSPECTS/LECTURE, DISCUSSION**

See Geography 254.

**UDSC257 UTOPIAN VISIONS, URBAN REALITIES: PLANNING CITIES FOR THE 21ST CENTURY/ LECTURE, DISCUSSION**

See Geography 258.

**UDSC262 URBAN ECONOMIC GEOGRAPHY/ SEMINAR**

See Geography 262.

**UDSC280 URBAN ECOLOGY: CITIES AS ECOSYSTEMS/LECTURE, DISCUSSION**

See Geography 280.

**UDSC282 HOUSING POLICIES AND POLITICS/ SEMINAR**

See Government and International Relations 282.

**UDSC285 SOCIAL POLICY, IMMIGRATION AND POVERTY/SEMINAR**

See Sociology 285.

**WOMEN'S STUDIES****Program Faculty**

Dianne Rocheleau, Ph.D. - *Director*

Maria Acosta Cruz, Ph.D.

Margarete Arndt, D.B.A.

Kiran Asher, Ph.D.

Belén Atienza, Ph.D.

Parminder Bhachu, Ph.D.

Marcia Butzel, Ph.D.

Carol D'Lugo, Ph.D.

Judith DeCew, Ph.D.

Duncan Earle, Ph.D.

Jody Emel, Ph.D.

Cynthia Enloe, Ph.D.

Patricia Ewick, Ph.D.

Rachel Falmagne, Ph.D.

Odile Ferly, Ph.D.

William Fisher, Ph.D.

Beth Gale, Ph.D.

SunHee Kim Gertz, Ph.D.

Eric Gordy, Ph.D.

Janette T. Greenwood, Ph.D.

Beverly C. Grier, Ph.D.

Laura Hammond, Ph.D.

Susan Hanson, Ph.D.

Betsy P. Huang, Ph.D.

Fern Johnson, Ph.D.

Lisa Kasmer, Ph.D.

Sharon Krefetz, Ph.D.

Thomas Kuehne, Ph.D.

Deborah Martin, Ph.D.

Deborah Merrill, Ph.D.

Winston Napier, Ph.D.

Amy Richter, Ph.D.

Heather L. Roberts, Ph.D.

Paul Ropp, Ph.D.

Laurie Ross, Ph.D.

Timothy Shary, Ph.D.

Srinivasan Sitaraman, Ph.D.

Valerie Sperling, Ph.D.

Shelly Tenenbaum, Ph.D.

Alice Valentine, M.A.

Virginia Mason Vaughan, Ph.D.

Kristen Williams, Ph.D.

Kristina Wilson, Ph.D.

**Research Faculty**

Dorothy Kaufmann, Ph.D.

Barbara Thomas-Slayter, Ph.D.

**Emeriti Faculty**

Serena S. Hilsinger, Ph.D.

Dorothy Kaufmann, Ph.D.

## Program Overview

The women's studies program at Clark was launched in 1979. It is broadly interdisciplinary and richly interconnected. Women's studies stresses the diversity of women's experiences within countries and around the world. Courses stress the importance of social ideas and relationships such as those shaped by gender, ethnicity, race and class, in order to gain understandings of individual and collective experiences, past and present.

The women's studies concentration may be taken along with any undergraduate major. A total of six courses is required. Interested students may also self-design a women studies major, which must be approved by the Dean of the College, the director of women's studies and a committee of three women's studies faculty members.

Director: Dianne Rocheleau

Administrative staff person: Joanne Ljungberg

Office: 1st floor, Carriage House (125 Woodland St.)

Women's Studies Library: 2nd floor, Carriage House.

Web site: [www.clarku.edu/departments/womensstudies](http://www.clarku.edu/departments/womensstudies)

E-mail: [womenstudy@clarku.edu](mailto:womenstudy@clarku.edu)

## Requirements

Six courses:

- WS110 Introduction to Women's Studies (taken any year)
- Four additional courses listed as part of the women's studies program (It is recommended that these include both social sciences and humanities.) Two of these courses should be at the 200 level.
- A one-credit internship or special project, or advanced research seminar in women's studies. Internships have included: mentoring local girls in All Kinds Of Girls; working for NOW in Boston or Washington D.C; interning with a member of Congress or the British Parliament. All internships include readings and a faculty supervisor.

Come to the women's studies office to sign up for your concentration, use the women's studies library or talk to the women's studies director. Concentrators have special events coordinated with the student-run Women's Center, highlighted by International Women's Week every March.

## Courses

### ENG250 MEDIEVAL LITERATURE/SEMINAR (C-1B)

See English 250.

### ID120 INTRODUCTION TO CULTURAL ANTHROPOLOGY/LECTURE, DISCUSSION

See International Development and Social Change 120.

### ID269 RACED NATURE, GENDERED DEVELOPMENTS: THE POLITICAL ECONOMY OF ENVIRONMENTAL CONSERVATION/SEMINAR

See International Development and Social Change 269.

### ID285 GENDER AND GLOBAL CHANGE/LECTURE, DISCUSSION

See International Development and Social Change 285.

### PSYC249 WOMEN IN SOCIETY/FIRST SEMINAR

See Psychology 249.

### SOC110 INTRO TO WOMEN'S STUDIES

See Sociology 110.

### SOC271 RACE, MIGRATION, GENDER AND ETHNICITY

See Sociology 271.

### SOC294 GLOBAL ETHNOGRAPHIES: ETHNOGRAPHERS IN THE MAKING FOR THE 21ST CENTURY/SEMINAR

See Sociology 294.

### WS069 INTRODUCTION TO INTERNATIONAL RELATIONS/LECTURE, DISCUSSION

See Government and International Relations 069.

### WS102 WOMEN AND WAR/FIRST-YEAR SEMINAR

See Government and International Relations 102.

### WS109 CONTEMPORARY WOMEN PLAYWRIGHTS

See Theater Arts 109.

### WS110 SOCIOLOGY OF GENDER/LECTURE, DISCUSSION

See Sociology 110.

### WS112 FAIRY TALES OF THE WORLD/LECTURE, DISCUSSION/FIRST-YEAR SEMINAR

See Women's Studies 112.

### WS133 SURVEY OF WOMEN WRITERS I/LECTURE, DISCUSSION (A)

See English 133.

### WS134 SURVEY OF WOMEN WRITERS II/LECTURE, DISCUSSION (A)

See English 134.

### WS138 GENDER AND ENVIRONMENT/LECTURE, DISCUSSION

See Geography 136.

### WS147 WORLD ORDER AND GLOBALIZATION/ DISCUSSION

See Government and International Relations 147.

### WS150 INTRODUCTION TO MEDIEVAL LITERATURE/LECTURE, DISCUSSION (C-1A)

See English 150.

### WS175 WOMEN AND U.S. POLITICS/LECTURE, DISCUSSION

See Government and International Relations 175.

### WS176 THE FAMILY/LECTURE, DISCUSSION

See Sociology 175.

### WS190 JAPANESE WOMEN WRITERS

See Japanese 190.

### WS201 THE HIV/AIDS CRISIS IN AFRICA

See Government and International Relations 201.

### WS204 SACRED SPACE/LECTURE, DISCUSSION, PROJECTS

See Studio Art 204.

### WS207 HER STORY: HISTORY AND FICTION OF CARIBBEAN WOMEN WRITERS

See Comparative Literature 208.

### WS210 COMING OF AGE IN THE FRENCH NOVEL/LECTURE, DISCUSSION

See French 211.

### WS212 HISTORY OF SEXUALITY: 1750 TO THE PRESENT/LECTURE, DISCUSSION

See History 212.

### WS213 GENDER AND THE CITY IN THE UNITED STATES/SEMINAR

See History 213.

### WS219 HISTORY OF AMERICAN WOMEN/LECTURE, DISCUSSION

See History 219.

### WS222 WOMEN IN THE HEALTH-CARE SYSTEM/ SEMINAR

See Management 222.

### WS225 RELIGION AND SOCIETY/LECTURE, DISCUSSION

See Sociology 225.



**WS236 WOMEN IN HISPANIC LITERATURE/LECTURE, DISCUSSION**

See Spanish 236.

**WS237 FEMINISM, NATURE AND CULTURE/ SEMINAR**

See Geography 237.

**WS242 FEMINIST CRITICAL THEORY/SEMINAR (D)**

See English 242.

**WS244 GENDER, WORK AND SPACE/SEMINAR**

See Geography 244.

**WS248 GENDER AND REPRESENTATION/SEMINAR AND PRACTICUM**

See Art History 248.

**WS249 SIGNS AND CROSSROADS/SEMINAR (D)**

See English 249.

**WS251 CHAUCER/SEMINAR (C-1B)**

See English 251.

**WS256 STUDIES IN THE RENAISSANCE/SEMINAR (C-1B)**

See English 255.

**WS258 WOMEN IN JEWISH CULTURE/LECTURE, DISCUSSION**

See Sociology 258.

**WS260 STUDIES IN 18TH-CENTURY BRITISH LITERATURE: SPECIAL TOPICS/SEMINAR (C-2)**

See English 260.

**WS262 STUDIES IN 19TH-CENTURY BRITISH LITERATURE: SPECIAL TOPICS/SEMINAR (C-2)**

See English 262.

**WS263 BRITISH ROMANTIC LITERATURE: RACE AND REVOLUTION IN ROMANTICISM/SEMINAR (C-2)**

See English 263.

**WS268 REGENDERING HISTORY: BRITISH WOMEN WRITING HISTORY/SEMINAR (C-2)**

See English 268.

**WS275 GENDER, POLITICS AND DEVELOPMENT IN AFRICA/SEMINAR**

See Government and International Relations 275.

**WS277 GENDER, ENVIRONMENT AND DEVELOPMENT/SEMINAR**

See Geography 277.

**WS282 CHINESE WOMEN IN LITERATURE AND SOCIETY/LECTURE, DISCUSSION**

See History 282.

**WS288 GENDER AND FILM/VARIABLE FORMAT**

See Screen Studies 288.

**WS294 HISTORY OF THE ENGLISH LANGUAGE/ SEMINAR (C-1B)**

See English 294.

**WS295 GENDER AND DISCOURSE/SEMINAR (D)**

See English 295.

**WS296 INTERNSHIP SEMINAR**

See Sociology 296.

**WS299 UNDERGRADUATE DIRECTED READINGS IN WOMEN'S STUDIES (TUTORIAL)**

**WS299.1 UNDERGRADUATE DIRECTED RESEARCH IN WOMEN'S STUDIES (TUTORIAL)**

**WS299.2 UNDERGRADUATE SPECIAL PROJECT IN WOMEN'S STUDIES (TUTORIAL)**

**WS299.9 UNDERGRADUATE INTERNSHIP IN WOMEN'S STUDIES (TUTORIAL)**

**WS335 FEMINIST GEOGRAPHY/SEMINAR**

See Geography 335.

**WS361 GENDER, MILITARIZATION AND DEVELOPMENT/7-WEEK MODULE (1/2 CREDIT)**

See Community Planning and Development 30207.

**WS386 GENDER IN DEVELOPMENT PLANNING/7-WEEK MODULE (1/2 CREDIT)**

See Community Planning and Development 30275.

# Faculty



**Maria Acosta Cruz, Ph.D.**, Associate Professor of Spanish; B.A., University of Puerto Rico, Mayaguez, 1978; M.A., State University of New York, Binghamton, 1980; Ph.D., 1984. (1986-)

**Michael Addis, Ph.D.**, Associate Professor of Psychology; Chair, Department of Psychology; B.A., University of California, Berkeley, 1987; Ph.D., University of Washington, Seattle, 1993. (1995-)

**Charles Agosta, Ph.D.**, Associate Professor of Physics; B.A., Wesleyan University, 1980; Ph.D., Duke University, 1986. (1991-)

**David Angel, Ph.D.**, Leo L. and Joan Kraft Laskoff Professor in Economics, Technology and Environment; Provost and Vice President for Academic Affairs; B.A., Cambridge University (England), 1980; M.A., University of California, Los Angeles, 1984; Ph.D., 1988. (1987-)

**Yuko Aoyama, Ph.D.**, Associate Professor of Geography; B.A., International Christian University, Tokyo, 1986; M.A., University of California, Los Angeles, 1990; Ph.D., University of California, Berkeley, 1996. (2000-)

**Margarete Arndt, D.B.A.**, Professor of Management; M.B.A., Simmons College, 1982; D.B.A., Boston University, 1991. (1990-)

**Kiran Asher, Ph.D.**, Assistant Professor of IDCE; B.S., Duke University, 1987; M.E., Duke University, 1990; Ph.D., University of Florida, 1998. (2002-)

**Belén Atienza, Ph.D.**, Assistant Professor of Spanish; B.A., Universitat Autònoma de Barcelona, 1993; M.A., Princeton University, 1995. (2003-)

**Sang Hoo Bae, Ph.D.**, Assistant Professor of Economics; B.S., Pusan National University, 1998; Ph.D., Michigan State University, 2003. (2003-)

**Gauvin Bailey, Ph.D.**, Associate Professor of Art History Director, Art History Program; B.A., Trinity College, University of Toronto, 1989; M.A., University of Toronto, 1990; Ph.D., Harvard University, 1996. (1997-)

**Michael Bamberg, Ph.D.**, Professor of Psychology; M.Phil., University of York, England, 1978; Ph.D., University of California, Berkeley, 1985. (1988-)

**David Bell, Ed.D.**, Assistant Professor of IDCE; B.A., University of Massachusetts—Amherst, 1980; M.Ed., University of Massachusetts—Amherst, 1994; B.A., Psychology, 1981; M.Ed., Rhodes University, South Africa, 1994; Ed.D. University of Massachusetts, Amherst, 2001.

**Daniel Bernhofen, Ph.D.**, Associate Professor of Economics; M.S., Syracuse University, 1987; M.A., 1991; Ph.D., 1994. (1994-)

**Parminder Bhachu, Ph.D.**, Professor of Sociology; B.Sc., University College, London, 1976; Ph.D., London University, 1981. (1991-)

**Barbara Bigelow, Ph.D.**, Professor of Management; B.A., Cornell University, 1973; M.A., Simmons College, 1980; Ph.D., Sloan School of Management, M.I.T., 1987. (1989-)

**S. Leslie Blatt, Ph.D.**, Professor of Physics; Professor of Education; A.B., Princeton University, 1957; M.S., Stanford University, 1959; Ph.D., Stanford University, 1965. (1987-)

**Robert Boatright, Ph.D.**, Assistant Professor of Government; B.A., Carleton College, 1992; M.A., University of Chicago, 1994; Ph.D., University of Chicago, 1999. (2004-)

**Madhavi Bokil, Ph.D.**, Assistant Professor of Economics; B.A., Fergusson College, University of Poona, India, 1993; M.A., University of Bombay, India, 1995; M.A., University of California, Santa Cruz, 2001; Ph.D., University of California, Santa Cruz, 2005. (2005-)

**Mary-Ellen Boyle, Ph.D.**, Associate Professor of Management; B.A., Yale University, 1979; M.B.A., Boston College, 1992; Ph.D., 1997. (1999-)

**Jerry Breecher, Ph.D.**, Professor of Computer Science; B.A., St. Olaf College, 1965; M.S., Tufts University, 1967; Ph.D., Emory University, 1973; M.S.C.S., Worcester Polytechnic Institute, 1988

**Daeg Brenner, Ph.D.**, Professor of Chemistry; Adjunct Professor of Physics; B.S., Rensselaer Polytechnic Institute, 1960; Ph.D., M.I.T., 1964. (1967-)

**Halina Brown, Ph.D.**, Professor of International Development, Community and Environment; B.Sc., Washington University, 1971; Ph.D., New York University, 1975. (1985-)

**John Brown, Ph.D.**, Professor of Economics; B.A., University of Wisconsin, 1978; M.A., University of Michigan, 1984; Ph.D., 1986. (1986-)

**Nancy Budwig, Ph.D.**, Professor of Psychology; Associate Provost and Dean of Graduate Studies and Research; B.A., Vassar College, 1979; Ph.D., University of California, Berkeley, 1986. (1988-)

**Sarah Buie, M.F.A.**, Professor of Graphic Design; B.S., Wellesley College, 1971; M.F.A., Yale University, 1978. (1981-)

**Paul Burke, Ph.D.**, Professor of Classics; Adjunct Professor of History A.B., Stanford University, 1965; Ph.D., 1971. (1976-)

**Marcia Butzel, Ph.D.**, Associate Professor of Screen Studies; Adjunct Associate Professor of French and Comparative Literature; B.A., Bryn Mawr College, 1975; M.A., University of Iowa, 1977; Ph.D., 1984. (1984-)

**Myles Callan, Ph.D.**, Assistant Professor of Economics; B.A., Trinity College, University of Dublin, 1990; M.A., University College, Dublin, 1991; M.Litt., Trinity College, University of Dublin, 1993; M.A., Pennsylvania State University, 1998; Ph.D., 2000. (2002-)

**Esteban Cardemil, Ph.D.**, Assistant Professor of Psychology; B.A., Swarthmore College, 1993; M.A., University of Pennsylvania, 1994; Ph.D., University of Pennsylvania, 2000. (2002-)

**Gary Chaison, Ph.D.**, Professor of Management; B.B.A., Baruch College, 1966; M.B.A., 1967; Ph.D., State University of New York, Buffalo, 1972. (1981-)

**Miriam Chion, Ph.D.**, Assistant Professor, IDCE; B.A., Universidad Ricardo Palma, Lima, Peru, 1987; M.A., University of California, Berkeley, 1989; Ph.D., University of California, Berkeley, 2000.

**Pilsik Choi, Ph.D.**, Assistant Professor of Management; M.A., Sungkyunkwan University, Seoul, Korea, 1996; M.A., Michigan State University, 1999; Ph.D., University of Illinois, Urbana-Champaign, 2005. (2005-)

**Arthur Chou, Ph.D.**, Associate Professor of Mathematics; B.Sc., Tunghai University, Taiwan, 1976; Ph.D., State University of New York, Stony Brook, 1982. (1982-)

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**James Cordova, Ph.D.**, Associate Professor of Psychology; B.A., University of New Mexico, 1989; M.S., University of Washington, 1992; Ph.D., University of Washington, 1996. (2002-)



- Keith Coulter, Ph.D.**, Associate Professor of Management; B.S., University of Miami, Florida, 1974; M.S., University of Colorado, 1978; M.B.A., Arizona State University, 1984; Ph.D., University of Connecticut, 1995. (1999-)
- Elli B. Crocker, M.F.A.**, Associate Professor of Studio Art; Director, Studio Art Program; B.A., Smith College, 1977; M.F.A., Tufts University, 1981. (1994-)
- Joseph de Rivera, Ph.D.**, Professor of Psychology; Director, Peace Studies Program; B.A., Yale University, 1953; Ph.D., Stanford University, 1961. (1970-)
- Judith DeCew, Ph.D.**, Professor of Philosophy; Chair, Department of Philosophy; B.A., University of Rochester; M.A., University of Massachusetts-Amherst; Ph.D., 1978. (1987-)
- Thomas Del Prete, Ph.D.**, Associate Professor of Education; Chair, Education Department; A.B., Brown University; M.A.T., Rhode Island College; Ed.D., Harvard University.
- Patrick Derr, Ph.D.**, Professor of Philosophy; Research Professor, Marsh Institute; B.A., Seattle University, 1972; Ph.D., University of Notre Dame, 1976. (1976-)
- Dileep Dhavale, Ph.D.**, Professor of Management; B.S., Indian Institute of Technology, Bombay, 1969; M.S., State University of New York, Buffalo, 1972; Ph.D., Pennsylvania State University, 1975. (1987-)
- Gino Dilorio, M.F.A.**, Associate Professor of Theater; Adjunct Associate Professor of English; Director, Theater Arts Program; B.A., Clark University, 1983; M.F.A., Brooklyn College. (2001-)
- Marvin D'Lugo, Ph.D.**, Professor of Spanish; Adjunct Professor of Screen Studies; B.A., Brooklyn College, 1965; M.A., University of Illinois, 1967; Ph.D., 1969. (1972-)
- Carol D'Lugo, Ph.D.**, Professor of Spanish; B.A., Douglass College, 1965; M.A., University of Illinois, 1967; Ph.D., Brown University, 1983. (1984-)
- Timothy Downs, Ph.D.**, Assistant Professor of IDCE; B.S., University of Loughborough, UK, 1984; M.S., University of Hawaii, 1990; Ph.D., UCLA, 1997. (2001-)
- Deborah Dwork, Ph.D.**, Rose Professor in Holocaust Studies and Modern Jewish History and Culture; B.A., Princeton University, 1975; M.P.H., Yale University, 1978; Ph.D., University College, London, 1984. (1996-)
- J. Ronald Eastman, Ph.D.**, Professor of Geography; Director, IDRISI; B.A., Bishop's University, 1971; M.A., Queen's University, Ontario, 1977; Ph.D., Boston University, 1982. (1981-)
- James Elliott, Ph.D.**, Professor of English; Adjunct Professor of Screen Studies; B.A., Stanford University, 1966; Ph.D., Indiana University, 1971. (1971-)
- Priscilla Elsass, Ph.D.**, Associate Professor of Management; B.S., Cornell University, 1975; M.P.S., 1976; M.B.A., University of Connecticut, Storrs, 1989; Ph.D., 1982. (1991-)
- Jody Emel, Ph.D.**, Professor of Geography; B.A., University of Kansas, 1972; M.S., Pennsylvania State University, 1977; Ph.D., University of Arizona, 1983. (1984-)
- Karen Erickson, Ph.D.**, Professor of Chemistry; B.S., Siena Heights College, 1960; Ph.D., Purdue University, 1964. (1965-)
- Patricia Ewick, Ph.D.**, Professor of Sociology; Chair, Department of Sociology; B.A., Tufts University, 1976; M.A., Yale University, 1977; M.Phil., 1978; Ph.D., 1985. (1990-)
- Rachel Falmagne, Ph.D.**, Professor of Psychology; License in Psychological Sciences, University of Brussels, 1961; Docteur en Sciences Psychologiques, 1967. (1973-)
- William Ferguson, Ph.D.**, Associate Professor of Spanish; Adjunct Associate Professor of English; A.B., Harvard College, 1965; A.M., Harvard University, 1970; Ph.D., 1975. (1979-)
- Odile Ferly, Ph.D.**, Assistant Professor of French; B.A., University of Bristol, UK, 1995; M.A., Université de la Sorbonne Nouvelle, Paris, 1996; Ph.D., University of Bristol, UK, 2002. (2004-)
- Jude Fernando, Ph.D.**, Assistant Professor, IDCE; B.A., University of Peradeniya, Sri-Lanka, 1986; Ph.D., University of Pennsylvania, 1998.
- William Fisher, Ph.D.**, Professor of International Development, Community, and Environment; Director, IDCE Department; B.A., Bucknell University, 1973; M.I.A., Columbia University, 1979; M.A., Columbia University, 1982; Ph.D., Columbia University, 1987. (2000-)
- Richard Ford, Ph.D.**, IDCE Research Professor; Director of International Development Research; B.A., Denison University, 1957; M.A.T., Yale University, 1959; Ph.D., University of Denver, 1966. (1968-)
- Susan Foster, Ph.D.**, Associate Professor of Biology; Chair, Department of Biology; B.A., University of Wisconsin, 1974; Ph.D., University of Washington, 1984. (1995-)
- Everett Fox, Ph.D.**, Allen M. Glick Chair in Judaic and Biblical Studies; Director, Jewish Studies Program; B.A., Brandeis University, 1968; M.A., 1972; Ph.D., 1975. (1987-)
- Beth Gale, Ph.D.**, Assistant Professor of French; B.A., University of Delaware, Newark, 1993; Université de Paris IV, La Sorbonne, Paris, 1994; M.A., University of Pennsylvania, 1996; Ph.D., University of Pennsylvania, 1999. (2001-)
- Donna Gallo, Ph.D.**, Visiting Instructor of GSOM; A.A., Green Mountain College, 1979; B.S., Bentley College, 1991; M.B.A., Boston College, 1994. (2002-)
- Jacqueline Geoghegan, Ph.D.**, Associate Professor of Economics; B.A., Queens College, City University of New York, 1987; M.S., University of California, Berkeley, 1989; Ph.D., 1995. (1996-)
- SunHee Gertz, Ph.D.**, Professor of English; Director, Leir Center in Luxembourg; B.A., Carnegie-Mellon University, 1973; M.A., State University of New York, Binghamton, 1977; Ph.D., University of Chicago, 1983. (1985-)
- Robert Goble, Ph.D.**, Research Professor in IDCE; B.A., Physics Swarthmore College, 1962; M.A., State University of New York, Binghamton, 1977; Ph.D., Physics University of Wisconsin, 1967. (1976-)
- Abbie Goldberg, Ph.D.**, Assistant Professor of Psychology; B.S., Wesleyan University, 1999; M.S., University of Massachusetts, Amherst, 2000; Ph.D., University of Massachusetts, Amherst, 2005. (2005-)
- Eric Gordy, Ph.D.**, Associate Professor of Sociology; B.A., Swarthmore College, 1988; M.A., University of California, Berkeley, 1992; Ph.D., 1997. (1997-)
- Harvey Gould, Ph.D.**, Professor of Physics; B.A., University of California, Berkeley, 1960; Ph.D., 1966. (1971-)
- Laura Graves, Ph.D.**, Associate Professor of Management; B.A., College of William & Mary, 1977; M.A., University of Connecticut, 1980; Ph.D., 1982. (1989-)
- Wayne Gray, Ph.D.**, Professor of Economics; A.B., Dartmouth College, 1977; M.A., Harvard University, 1979; Ph.D., 1983. (1984-)

- Frederic Green, Ph.D.**, Professor of Mathematics and Computer Science; B.S., Rensselaer Polytechnic Institute, 1973; M.S., Worcester Polytechnic Institute, 1979; Ph.D., Yale University, 1986. (1986-)
- Frederick T. Greenaway, Ph.D.**, Professor of Chemistry; Adjunct Professor of Biology; B.Sc., University of Canterbury, New Zealand, 1969; Ph.D., 1973. (1980-)
- Janette T. Greenwood, Ph.D.**, Associate Professor of History; Chair, Department of History; Director, Higgins School of Humanities.; A.B., Kenyon College, 1977; M.A., University of Wisconsin, Madison, 1978; Ph.D., University of Virginia, 1991. (1991-)
- Beverly C. Grier, Ph.D.**, Associate Professor of Government; M.A., Yale University, 1975; Ph.D., 1979. (1986-)
- Sharon A. Griffin, Ph.D.**, Associate Professor of Education; Adjunct Associate Professor of Psychology; B.A., McGill University, 1965; M.Ed., University of New Hampshire, 1970; Ph.D., University of Toronto, 1988. (1989-)
- Wendy S. Grolnick, Ph.D.**, Associate Professor of Psychology; B.A., Cornell University, 1981; M.A., University of Rochester, 1984; Ph.D., 1987. (1991-)
- Laura Hammond, Ph.D.**, Assistant Professor of IDCE; B.A., Sarah Lawrence College, 1989; M.A., University of Wisconsin-Madison, 1992; Ph.D. University of Wisconsin-Madison, 2000. (2004-)
- Li Han, Ph.D.**, Assistant Professor of Mathematics and Computer Science; B.S., Xi'an Jiaotong University, China, 1989; M.S., Xi'an Jiaotong University, China, 1992; Ph.D., Texas A&M University, 2000. (2002-)
- Susan Hanson, Ph.D.**, Professor of Geography; A.B., Middlebury College, 1964; M.S., Northwestern University, 1969; Ph.D., 1973. (1981-)
- Scott Hendricks, Ph.D.**, Assistant Professor; George F. Kneller Chair of Philosophy; B.A., Brigham Young University, 1993; M.A., University of Arizona, 1997; Ph.D., University of Arizona, 2001. (2001-)
- Stanley Herwitz, Ph.D.**, Professor of Geography; B.A., New College of the University of South Florida, 1977; M.A., University of California, Berkeley, 1979; Ph.D., Australian National University, Canberra, 1983. (1984-)
- David S. Hibbett, Ph.D.**, Associate Professor of Biology; B.S., University of Massachusetts, Amherst, 1985; Ph.D. Duke University, 1991. (1999-)
- Betsy P. Huang, Ph.D.**, Assistant Professor of English; B.A., State University of New York, Buffalo, 1989; M.A., Kent State University, 1996; Ph.D., University of Rochester, 2003. (2003-)
- Shuanghong Huo, Ph.D.**, Assistant Professor of Chemistry; B.S., Peking University, 1990; Ph.D., Boston University, 1999. (2001-)
- Amy Ickowitz, Ph.D.**, Assistant Professor of Economics; B.A., School for International Training, Vermont, 1991; Ph.D., University of California, Riverside, 2004. (2004-)
- Lene Jensen, Ph.D.**, Associate Professor of Psychology; B.A., Oglethorpe University, 1989; Ph.D., University of Chicago, 1996. (2005-)
- Douglas Johnson, Ph.D.**, Professor of Geography; B.A., Clark University, 1965; M.A., University of Chicago, 1968; Ph.D., 1971. (1972-)
- Fern Johnson, Ph.D.**, Professor of English; B.A., University of Minnesota, 1968; M.A., Northwestern University, 1969; Ph.D., University of Minnesota, 1974. (1988-)
- Alan Jones, Ph.D.**, Professor of Chemistry; Adjunct Professor of Physics; B.A., Colgate University 1966; Ph.D., University of Wisconsin, 1972. (1974-)
- David Joyce, Ph.D.**, Professor of Mathematics; B.S., University of Michigan, 1973; M.A., University of Pennsylvania, 1975; Ph.D., 1979. (1979-)
- Lisa Kasmer, Ph.D.**, Assistant Professor of English; B.A., University of Connecticut, 1983; M.A., University of Chicago, 1985; Ph.D., University of California, Los Angeles, 2002. (2004-)
- Linda Kennedy, Ph.D.**, Associate Professor of Biology; A.B., Simmons College, 1975; R.N., Ph.D., Harvard University, 1979. (1983-)
- John Kennison, Ph.D.**, Professor of Mathematics; B.S., Queens College, 1959; A.M., Harvard University, 1960; Ph.D., 1963. (1963-)
- Willem Klooster, Ph.D.**, Assistant Professor of History; B.A., University of Groningen, 1983; M.A., University of Groningen, 1987; Ph.D., University of Leiden, 1995. (2003-)
- Benjamin Korstvedt, Ph.D.**, Associate Professor of Music; Director, Music Program; B.A., Clark University, 1987; Ph.D., University of Pennsylvania, 1995. (2002-)
- Sharon Krefetz, Ph.D.**, Associate Professor of Government; A.B., Douglass College, 1967; M.A., Brandeis College, 1970; Ph.D., 1975. (1972-)
- Arshad Kudrolli, Ph.D.**, Associate Professor of Physics; B. Tech., Indian Institute of Technology, Bombay, 1990; Ph.D., Northeastern University, 1995. (1997-)
- Thomas Kuehne, Ph.D.**, Associate Professor of History; Strassler Family Chair in the Study of Holocaust History; B.A. equivalent, 1986; Ph.D., University of Tuebingen, Germany, 1994. (2004-)
- Nina Kushner, Ph.D.**, Assistant Professor of History; B.A., Dartmouth College, 1990; M.A., Columbia University, 1994; M.Phil., Columbia University, 1996; Ph.D., Columbia University, 2004. (2005-)
- James Laird, Ph.D.**, Professor of Psychology; B.A., Middlebury College, 1962; Ph.D., University of Rochester, 1966. (1966-)
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**Ranjan Mukhopadhyay, Ph.D.**, Assistant Professor of Physics; M.Sc., Indian Institute of Technology, Kanpur, 1991; Ph.D., California Institute of Technology, 1997. (2003-)

**Raymond Munro, M.A.H.**, Professor of Theater Arts; B.A., Columbia College, 1973; M.A.H. in Theater, State University of New York, Buffalo, 1977. (1979-)

**James Murphy, Ph.D.**, Assistant Professor of Geography; B.S., Rutgers University, 1987; M.A., Tufts University, 1997; Ph.D., University of Florida, 2001. (2005-)

**Winston Napier, Ph.D.**, E. Franklin Frazier Associate Professor of English; B.A., William Paterson College of New Jersey, 1974; M.A., Howard University, 1978; Ph.D., Howard University, 1991. (1995-)

**Donald Nelson, Ph.D.**, Professor of Chemistry; Adjunct Professor of Biology; B.S., Rutgers University, 1967; Ph.D., University of North Carolina, 1972. (1975-)

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**Michael Pakaluk, Ph.D.**, Associate Professor of Philosophy; A.B., Harvard College, 1980; M.Litt., University of Edinburgh, 1982; Ph.D., Harvard University, 1988. (1988-)

**Simon Payaslian, Ph.D.**, Assistant Professor of History; Robert Aram and Marianne Kaloosdian and Stephen and Mirian Mugar Chair of Armenian Genocide Studies and Modern Armenian History; B.A., Wayne State University, 1984;; M.A., Wayne State University, 1988;; Ph.D., Wayne State University, 1992; C.Phil., University of California, Los Angeles, 1999; Ph.D., University of California, Los Angeles, 2002. (2002-)

**Richard Peet, Ph.D.**, Professor of Geography; B.Sc., University of London, 1961; M.A., University of British Columbia, 1963; Ph.D., University of California, Berkeley, 1968. (1967-)

**Colin Polsky, Ph.D.**, Assistant Professor of Geography; B.A., University of Texas, Austin, 1994; B.S., University of Texas, Austin, 1994; M.S., Pennsylvania State University, 1998; Ph.D., Pennsylvania State University, 2001. (2003-)

**R. Gil Pontius, Ph.D.**, Associate Professor of IDCE; B.S., University of Pittsburgh, 1984; M.A.S., Ohio State University, 1989; Ph.D. SUNY College of Environmental Science and Forestry, 1994. (2002-)

**Paul W. Posner, Ph.D.**, Assistant Professor of Government; B.A., University of North Carolina, Chapel Hill, 1984; M.A., University of North Carolina, Chapel Hill, 1993; Ph.D., University of North Carolina, Chapel Hill, 1999. (2003-)

**Samuel Ratick, Ph.D.**, Associate Professor of Geography; Associate Professor of IDCE; Director, George Perkins Marsh Institute; B.A., State University of New York, Buffalo, 1966; Ph.D., The Johns Hopkins University, 1979. (1994-)

**Amy Richter, Ph.D.**, Assistant Professor of History; B.A., Columbia University, 1991; M.A., New York University, 1993; Ph.D., New York University, 2000. (2000-)

**Deborah Robertson, Ph.D.**, Assistant Professor of Biology; B.A., Kalamazoo College, 1981; M.S., California State University, Long Beach, 1988; Ph.D., University of Chicago, 1997. (2000-)

**Dianne Rocheleau, Ph.D.**, Associate Professor Of Geography; Director, Women's Studies Program; B.A., University of South Florida, Tampa, 1973; M.A., 1976; Ph.D., University of Florida, Gainesville, 1983. (1989-)

**John Rogan, Ph.D.**, Assistant Professor of Geography; B.A., University of Arizona, Tucson, 1996; M.A., University of Arizona, Tucson, 1998; Ph.D., San Diego State University/University of California, Santa Barbara, 2003. (2003-)

**Paul Ropp, Ph.D.**, Professor of History; B.A., Bluffton College, 1966; M.A., University of Michigan, 1968; Ph.D., University of Michigan, 1974. (1984-)

**Laurie Ross, Ph.D.**, Assistant Professor of IDCE; B.A., Clark 1991; M.A. Clark 1995; Ph.D. UMass-Boston 2002.

**Robert Ross, Ph.D.**, Professor of Sociology; Director, International Studies Stream; B.A., University of Michigan, 1963; M.A., University of Chicago, 1966; Ph.D., 1975. (1972-)

**Lee Rudolph, Ph.D.**, Professor of Mathematics and Computer Science; A.B., Princeton University, 1969; Ph.D., Massachusetts Institute of Technology, 1974. (1986-)

**Joseph Sarkis, Ph.D.**, Professor of Management; B.A., State University of New York, Buffalo, 1985; M.B.A., 1986; Ph.D., 1992. (1996-)

**Walter Schatzberg, Ph.D.**, Professor of German; Adjunct Professor of Screen Studies; B.A., St. John's College, Maryland, 1954; M.A., Johns Hopkins University, 1957; Ph.D., 1966. (1966-)

**Inshik Seol, Ph.D.**, Assistant Professor of Management; B.A., Indiana University, 1985; M.B.A., University of Minnesota, 1989; Ph.D., University of Connecticut, 1996. (2001-)



- Timothy Shary, Ph.D.**, Associate Professor of Screen Studies; Director, Screen Studies Program; B.A. Hampshire College, 1991; M.A. Ohio University, 1993; Ph.D. University of Massachusetts, 1998. (1997-)
- Srinivasan Sitaraman, Ph.D.**, Assistant Professor of Government; B.A., University of Madras, India, 1987; M.A., University of Madras, India, 1989; M.A., Ohio State University, 1993; Ph.D., University of Illinois, Urbana-Champaign, 2003. (2003-)
- Luis Smith, Ph.D.**, Assistant Professor of Chemistry; B.S., University of Chicago, 1993; M.A., University of California, Santa Barbara, 1995; Ph.D., University of California, Santa Barbara, 1999. (2003-)
- Valerie Sperling, Ph.D.**, Associate Professor of Government; B.A., Yale University, 1987; M.A., Georgetown University, 1991; Ph.D. University of California, Berkeley, 1997. (2000-)
- Michael Spingler, Ph.D.**, Associate Professor of French; Adjunct Associate Professor of Screen Studies; Chair, Department of Foreign Languages and Literatures; B.A., Dartmouth College, 1959; M.A., University of Pittsburgh, 1961; Ph.D., University of Pittsburgh, 1966. (1972-)
- Richard Spurgin, Ph.D.**, Associate Professor of Management; B.A., Dartmouth College, 1981; Ph.D., University of Massachusetts, Amherst, 1995. (1995-)
- Jennie Stephens, Ph.D.**, Assistant Professor of IDCE; B.A., Harvard University, 1997; M.S., California Institute of Technology, 1998; Ph.D., California Institute of Technology, 2002. (2005-)
- Joel Sternberg, Ph.D.**, Assistant Professor of Management; B.A., College of William and Mary, 1980; M.A., University of California, Berkeley, 1983; Ph.D., University of California, Berkeley, 1986. (2002-)
- Natalia Sternberg, Ph.D.**, Professor of Mathematics and Computer Science; M.Sc., University of Cologne, 1979; M.Sc., Brown University, 1982; Ph.D., 1985. (1987-)
- David Stevens, Ph.D.**, Professor of Psychology; Adjunct Professor of Biology; A.B., University of California, Berkeley, 1954; M.A., University of Oregon, 1963; Ph.D., 1965. (1965-)
- Maury Tamarkin, Ph.D.**, Associate Professor of Management; A.B., Washington University, 1961; Ph.D., Washington University, 1979. (1981-)
- Shelly Tenenbaum, Ph.D.**, Associate Professor of Sociology; Adjunct Associate Professor of Jewish Studies; B.A., Antioch University, 1977; Ph.D., Brandeis University, 1986. (1986-)
- Justin Thackeray, Ph.D.**, Associate Professor of Biology; B.Sc., University of Leicester, UK, 1985; Ph.D., University of Leicester, UK, 1989. (1996-)
- Barbara Thomas-Slayter, Ph.D.**, IDCE Research Professor; B.A., Bryn Mawr College, 1958; M.Ed., Harvard Graduate School of Management, 1968; Ph.D., Brandeis University, 1981. (1980-)
- Nicholas Thompson, Ph.D.**, Professor of Psychology and Ethology; B.A., University of California, Berkeley, 1961; Ph.D., University of California, Berkeley, 1966. (1970-)
- David Thurlow, Ph.D.**, Associate Professor of Chemistry; Director, Biochemistry and Molecular Biology Program; Director, Prehealth Program; B.A., Bowdoin College, 1971; M.S., University of Maine, Orono, 1974; Ph.D., University of Massachusetts, Amherst, 1981. (1985-)
- Rhys Townsend, Ph.D.**, Associate Professor of Art History; B.A., University of North Carolina, 1974; Ph.D., University of North Carolina, 1982. (1982-)
- Mark Turnbull, Ph.D.**, Professor of Chemistry; Chair, Carlson School of Chemistry and Biochemistry; B.S., University of New Hampshire, 1978; M.S., 1984; Ph.D., Brandeis University, 1986. (1986-)
- B. L. Turner, Ph.D.**, Professor of Geography; Milton and Alice Higgins Chair in Environment and Society; Director, Graduate School of Geography; B.A., University of Texas, 1968; M.A., University of Texas, 1969; Ph.D., University of Wisconsin, 1974. (1979-)
- Jaan Valsiner, Ph.D.**, Professor of Psychology; B.A., Tallinn Pedagogic Institute, Estonia, 1971; Ph.D., Tartu University, Estonia, 1979. (1997-)
- Virginia Vaughan, Ph.D.**, Professor of English; Andrea B. and Peter D. Klein Distinguished Professor; Chair, Department of English; B.A., University of Michigan, 1968; M.A., University of Michigan, 1970; Ph.D., University of Michigan, 1972. (1976-)
- Penelope Vinden, Ph.D.**, Associate Professor of Psychology; B.A., Trent University, Ontario, Canada, 1975; M.A., Westminster Theological Seminary, 1978; M.A., University of Texas, Arlington, 1985; Ph.D., University of Toronto, 1993. (1996-)
- Sarah Walker, M.F.A.**, Associate Professor of Studio Art; Chair, Department of Visual and Performing Arts; B.F.A., California College of Arts and Crafts, Oakland, 1985; M.F.A., University of North Carolina, Chapel Hill, 1990. (1998-)
- Maurice Weinrobe, Ph.D.**, Professor of Economics; Chair, Department of Economics; B.S., Bradley University, 1964; Ph.D., Cornell University, 1969. (1976-)
- Kristen Williams, Ph.D.**, Associate Professor of Government; B.A., University of California, Los Angeles, 1986; M.A., California State University, Long Beach, 1990; M.A., University of California, Los Angeles, 1992; Ph.D., University of California, Los Angeles, 1998. (2001-)
- Kristina Wilson, Ph.D.**, Assistant Professor of Art History; B.A., Yale University, 1993; Ph.D., Yale University, 2001. (2004-)
- Marianne Wiser, Ph.D.**, Associate Professor of Psychology; Bachelor in Oceanography, University of Leige, Belgium, 1973; Ph.D., Massachusetts Institute of Technology, 1981. (1981-)
- Walter Wright, Ph.D.**, Professor of Philosophy; B.A., Yale University, 1965; M.A., Vanderbilt University, 1967; Ph.D., Vanderbilt University, 1971. (1968-)
- Ping Xuan, Ph.D.**, Assistant Professor of Mathematics and Computer Science; B.S., Peking University, Beijing, 1994; M.S., University of Massachusetts, Amherst, 1998; Ph.D., University of Massachusetts, Amherst, 2002. (2003-)
- David Zern, Ph.D.**, Associate Professor of Education; Adjunct Associate Professor of Psychology; B.A., Harvard University, 1962; Ed.M., Harvard University, 1964; Ph.D., Harvard University, 1969. (1971-)
- Jing Zhang, Ph.D.**, Assistant Professor of Management; B.E., Northern Jiaotong University, Beijing, 1993; M.S., State University of New York, Albany, 1999; Ph.D., State University of New York, Albany, 2003. (2003-)



# Administration

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*As of July 1, 2005*



# Academic Calendar

## 2005-2006



### FALL 2005

Aug. 17-19	International student orientation - undergraduate
Aug. 18-19	Early Orientation - undergraduate
Aug. 20	Resident halls open for all new students
Aug. 20-24	Week One Orientation
Aug. 21-24	Transfer Orientation
Aug. 22	Graduate Student Orientation 8am-12pm
Aug. 22	International Graduate Student Orientation 2-3:30pm
Aug. 23	Teaching Assistant Workshop 5-8pm
Aug. 24	Resident halls open at 9am for all continuing students
Aug. 25	First day of classes; Monday schedule
Aug. 31	Fall Convocation
Sept. 5	Labor Day - no classes
Sept. 23-25	Family Weekend
Oct. 10-11	Mid-term break - no classes
Nov. 4	Last day to withdraw with a grade of W
Nov. 23-27	Thanksgiving Recess
Dec. 8	Last day of classes
Dec. 9-12	Reading Days
Dec. 13-16	Final Exams
Dec. 17	Exam make-up day; residence halls close at noon

### SPRING 2006

Jan. 2	Fall grades due
Jan. 15	Residence halls open at 9:00 am.
Jan. 17	First day of classes
March 6-10	Mid-term break
March 31	Last day to withdraw with a grade of W
May 1	Last day of classes
May 2-3, 6-7	Reading Days
May 4-5, 8-9	Final Exams
May 10	Residence halls close for all non-graduating students
May 21	Commencement
May 22	Residence halls close for all graduates

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